Enfield

Youth Substance Use & Related Behaviors or Perceptions 2017 Survey Report

Survey Conducted By

ERASE
East of the River Action for Substance Abuse Elimination

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Introduction to the 2017 Enfield Alcohol & Drug Use Student Survey Report

The following report is a summary of data that was gathered during November and December of 2017 at John F. Kennedy Middle School (JFK, grades 6-8) and Enfield High School (EHS, grades 9-12), both located in the town of Enfield, Connecticut. Data collected from this year's student survey will be used in the planning and development of strategies, policies, and practices in Enfield.

This survey was administered to youth in the schools in order to ensure a representative sample and reliable data. Please note that the findings presented in this report are not reflective of the school but are intended to reflect the greater community of Enfield.

Survey Tool Background:
The current survey tool was modified by the ERASE, Inc. Survey to fit the needs of the school district and additional questions have been added to include the NOMS questions (National Outcomes Measures), which are needed data for grants. This survey tool has been used in 2009, 2011, 2013, 2015, and 2017. An earlier version of the survey was administered to Enfield schools in 2005 and such data will be included for year trend analyses.

Survey Consent:
The 2017 Enfield Alcohol and Drug Use Student Surveys were administered in November/December 2017 to students at Enfield Middle School and Enfield High School. Students' guardians received letters notifying them of the purpose and content of the survey and were able to return a signed "passive consent" form to the school if they did not want their children to participate in the school survey.

Survey Administration:
All surveys were administered online on school campuses using SurveyMonkey.com website and software. Teachers received a set of instructions to read to the students before administering the surveys. Both verbal and written instructions informed students that participation of the survey was voluntary and anonymous. Any question could be skipped if a student was not comfortable answering a particular question. Students who chose to not participate in the survey were asked to sit quietly until all classmates finished the survey.

Data Processing:
The student survey data was exported from the SurveyMonkey.com website and imported into SPSS (Statistical Package for the Social Sciences) for data analysis. A total of 56 surveys (2.8% of original sample of 1978 surveys gathered from surveymonkey) were omitted from the sample pool due to observed discrepancies in the responses (inconsistent/extreme responses) or if a student completed less than 10% of the survey questions (for example, only demographic info). The final sample size after surveys were omitted was 1922 students across grades 6-12.

Survey Sample Demographics:
The student survey sample consisted of a total of 1,922 students (837 males, 869 females; 216 students did not specify their sex). 825 students represented JFK Middle School (368 males, 377 females, 80 not specified) and 1097 students represented Enfield High School (469 males, 492 females, 136 not specified). 6 students did not specify what grade level they were in. Refer to Figures below for more descriptions of the sample by grade level, including count of students by grade, gender count, and average age.

6th grade	7th grade	8th grade	9th grade	10th grade	11th grade	12th grade
n= 305	n= 267	n= 249	n= 293	n=292	n= 287	n= 223
males: 135	males: 120	males: 111	males: 136	males: 121	males: 123	males: 89
females: 144	females:114	females: 118	females: 134	females: 132	females: 117	females: 107
11.1 yrs (SD: 0.6 yrs)	12.1 yrs (SD: .5 yrs)	13.1 yrs (SD: .6 yrs)	14.3 yrs (SD: .6 yrs)	15.3 yrs (SD: .6 yrs)	16.2 yrs (SD: .6 yrs)	17.1 yrs (SD: 1.0 yrs)

Sample Response Rates:
Response rates by grade level and school are listed in the table below. Response rates are calculated as a proportion of the number of surveys included in the sample to the number of total students enrolled in the 2017 - 2018 school year. Note that total sample counts only contain surveys that were used in the survey report; surveys that were omitted from the sample pool are not included in the following counts.

Sample Response Rates	Sample Count	Population Count	Response Rate (%)
Grade 6	305	373	81.8%
Grade 7	267	393	67.9%
Grade 8	249	350	71.1%
Grade 9	293	458	64.0%
Grade 10	292	389	75.1%
Grade 11	287	319	90.0%
Grade 12	223	394	56.6%
Grades 6-8	825	1116	73.9%
Grades 9-12	1097	1560	70.3%
Grades 6-12	1922	2676	71.8%

The table below shows the confidence intervals calculated for grades 6-8, 9-12 and 6-12, using a 95% confidence level. A confidence interval simply means the percentage range you can expect the accurate rates to fall within. Smaller confidence intervals give you more accurate estimates of the actual use rates in the school population (and larger confidence intervals give you less accurate estimates of the actual use rates in the school population).

For example, if 25% of your sample reported using alcohol in the past month, a confidence interval of 2.0 means that if you randomly re-sampled your population 100 times, 95 of those times you would find past month alcohol use rates to fall somewhere between 23% (25-2) and 27% (25+2). In contrast, if your confidence level is 5 (and 25% of your sample reported using alcohol in the past month), you would typically find past month use rates ranging between 15% (25-5) and 30% (25+5) if you repeatedly re-sampled students in this population.

Grade Levels	Confidence Level	Confidence Interval
Grades 6-8	95.0%	+/- 1.74
Grades 9-12	95.0%	+/- 1.61
Grades 6-12	95.0%	+/- 1.19

Statistical Analyses:

Statistical comparisons by grade levels or sex (male/female) were conducted separately for grades 6-8 and grades 9-12 using the Chi-Square (χ^2) technique. Generally, grade level percentage differences are only reported when overall significance ($p < .05$) is found, with the exception of some key substance use measures (core GPRA measures for alcohol, tobacco, marijuana, and prescription drug use), all of which will be reported by grade level regardless of significance level. For all other questions, any grade differences not reported should be assumed to not be significantly different, $p > .05$. Sex differences are only reported when a significance value (p) of less than .05 is found. Any sex differences not reported should be assumed to not be significantly different, $p > .05$.

When overall significance was found ($p < .05$) when determining differences between grade levels among students in grades 9-12, post-hoc analyses using the Bonferroni correction were used to determine which grade levels were significantly different from each other. Post-hoc analyses are not needed for grades 6-8 since only 2 grade levels are included in this group (post-hoc differences are used when one is comparing more than 2 groups).

Statistical Comparisons by Race:

We must be careful not to unfairly identify or stereotype a handful of students as using or abusing drugs, given the smaller sample size within specific minority groups in these schools. Race differences will typically only be included for 30-day use percentages and core perception measures (risk, friend/parent disapproval) for alcohol, tobacco, marijuana, and prescription drugs in this report across Grades 6-8 and 9-12 separately.

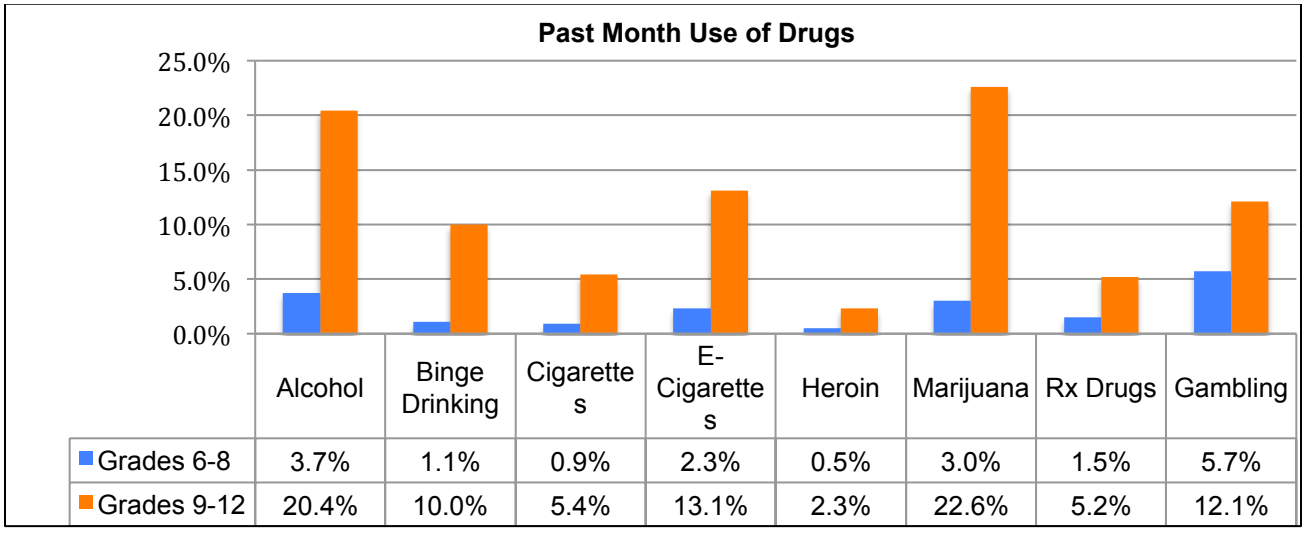
Race groups comprising less than 5% of the full sample (Native American Non-Hispanic and Asian/Pacific Islander Non-Hispanic) were combined into one already existing category referred to as "other" (which included other races not listed or multiple races that students could specify). In addition, Black Hispanic, White Hispanic, Native American Hispanic, and Asian or Pacific Islander Hispanic were combined into one "Hispanic" category. This was done to ease statistical analyses of the core measures between race groups. Thus, the core race/ethnicity groups included in the statistical analyses for race differences were: White Non-Hispanic, Black or African American Non-Hispanic, Hispanic, and Other (organized in table below by color).

Table 1.2– Sample Size by Race	Grades 6-12	Grades 6-8	Grades 9-12
White Non-Hispanic	64.4%	62.5%	65.7%
Black Non-Hispanic	4.0%	3.8%	4.2%
White Hispanic	12.3%	13.2%	11.7%
Black Hispanic	3.2%	4.2%	2.4%
Asian/Pacific Islander Hispanic	0.5%	0.2%	0.6%
Native American Hispanic	1.1%	0.6%	1.5%
Total Hispanic	17.1%	18.3%	16.2%
Asian/Pacific Islander Non-Hispanic	2.8%	2.5%	2.9%
Native American Non-Hispanic	0.8%	1.0%	0.6%
Other races specified	3.5%	3.9%	3.3%
2 or more races selected	6.8%	7.0%	6.6%
Total "Other"	13.8%	14.4%	13.5%
Not Specified	0.7%	1.0%	0.5%

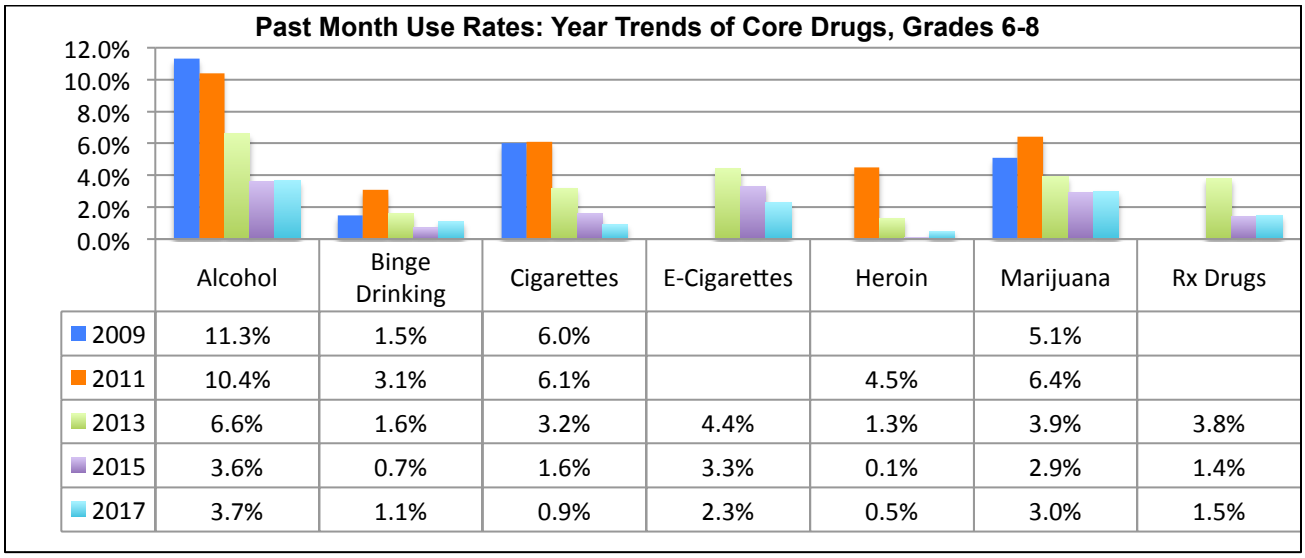
For information regarding race differences in substance use, refer to the national survey reports, such as the National Survey on Drug Use and Health (http://oas.samhsa.gov/nsduh.htm) or the Monitoring the Future Survey (http://monitoringthefuture.org).

Key Substance Use Findings of the 2017 Enfield Student Survey Report

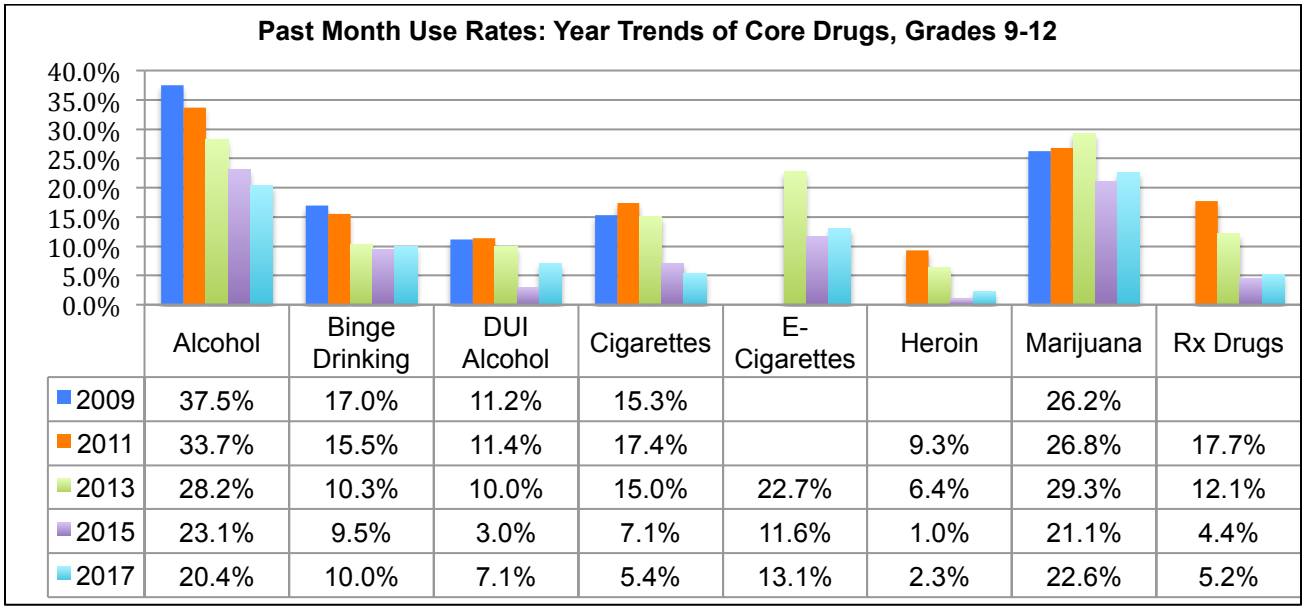
Below are some important findings that were gathered from this year's student survey.



	Alcohol	Binge Drinking	Cigarettes	E-Cigarettes	Heroin	Marijuana	Rx Drugs	Gambling
Grades 6-8	3.7%	1.1%	0.9%	2.3%	0.5%	3.0%	1.5%	5.7%
Grades 9-12	20.4%	10.0%	5.4%	13.1%	2.3%	22.6%	5.2%	12.1%

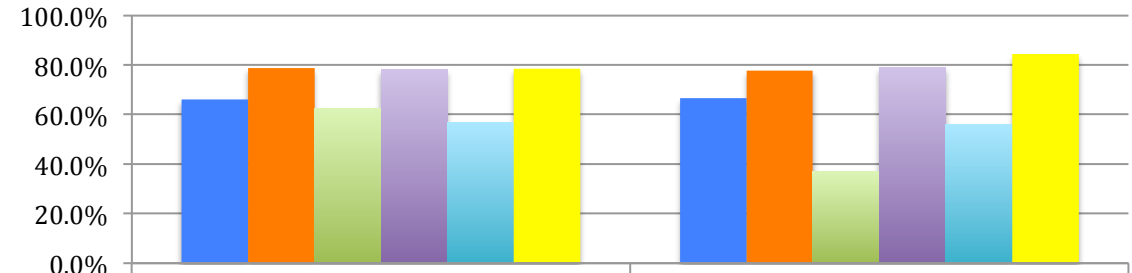


	Alcohol	Binge Drinking	Cigarettes	E-Cigarettes	Heroin	Marijuana	Rx Drugs
2009	11.3%	1.5%	6.0%			5.1%	
2011	10.4%	3.1%	6.1%		4.5%	6.4%	
2013	6.6%	1.6%	3.2%	4.4%	1.3%	3.9%	3.8%
2015	3.6%	0.7%	1.6%	3.3%	0.1%	2.9%	1.4%
2017	3.7%	1.1%	0.9%	2.3%	0.5%	3.0%	1.5%



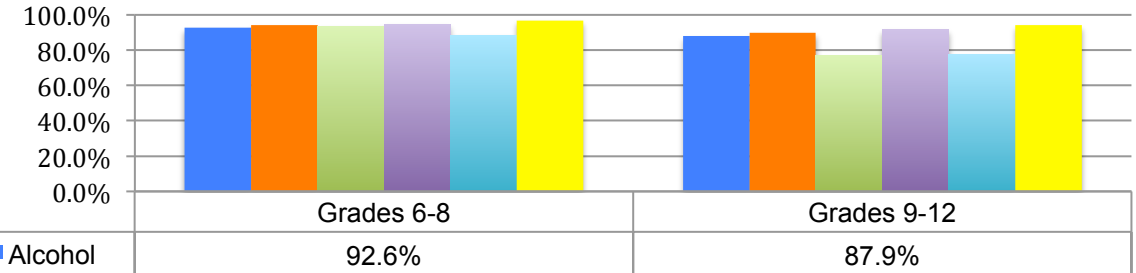
	Alcohol	Binge Drinking	DUI Alcohol	Cigarettes	E-Cigarettes	Heroin	Marijuana	Rx Drugs
2009	37.5%	17.0%	11.2%	15.3%			26.2%	
2011	33.7%	15.5%	11.4%	17.4%		9.3%	26.8%	17.7%
2013	28.2%	10.3%	10.0%	15.0%	22.7%	6.4%	29.3%	12.1%
2015	23.1%	9.5%	3.0%	7.1%	11.6%	1.0%	21.1%	4.4%
2017	20.4%	10.0%	7.1%	5.4%	13.1%	2.3%	22.6%	5.2%

Perceived Moderate or Great Risk of Using Drugs or Gambling



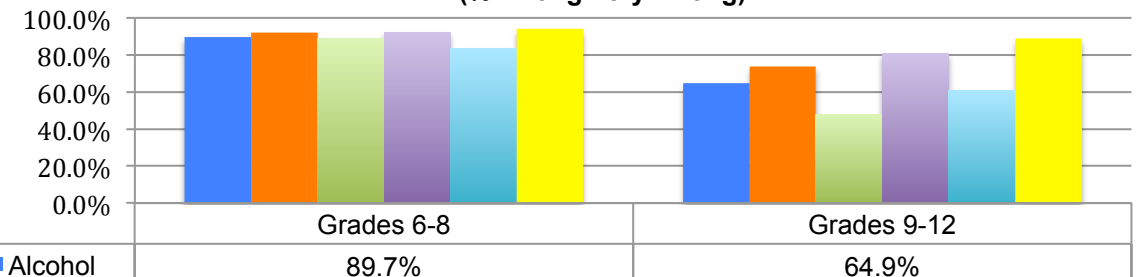
	Grades 6-8	Grades 9-12
Alcohol	66.1%	66.7%
Cigarettes	78.7%	77.7%
Marijuana	62.6%	36.9%
Rx Drugs	78.2%	79.1%
Gambling	56.7%	56.0%
Heroin	78.5%	84.3%

Perceived Parent Disapproval of Student Drug Use or Gambling (% Wrong/Very Wrong)



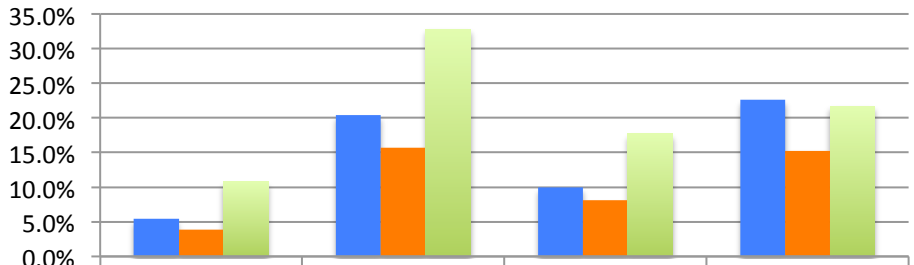
	Grades 6-8	Grades 9-12
Alcohol	92.6%	87.9%
Tobacco	94.3%	89.9%
Marijuana	93.6%	76.7%
Rx Drugs	94.7%	91.7%
Gambling	88.5%	77.7%
Heroin	96.8%	94.0%

Perceived Friend Disapproval of Student Drug Use or Gambling (% Wrong/Very Wrong)



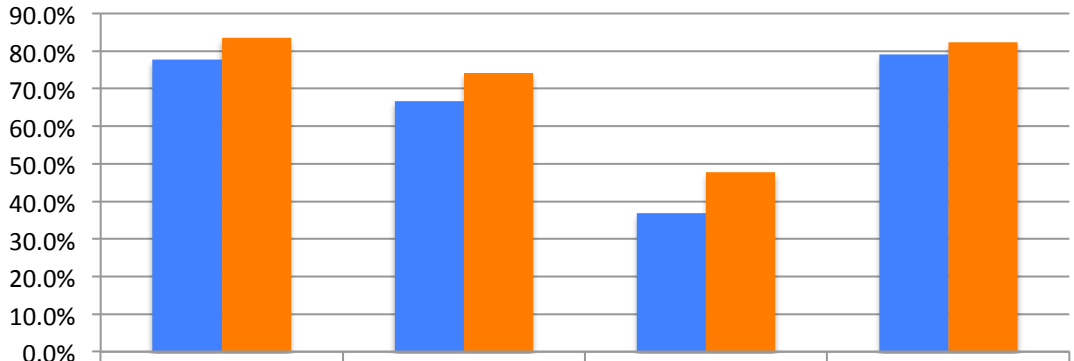
	Grades 6-8	Grades 9-12
Alcohol	89.7%	64.9%
Tobacco	91.9%	73.9%
Marijuana	88.7%	48.0%
Rx Drugs	92.2%	80.7%
Gambling	83.4%	60.9%
Heroin	94.0%	88.9%

2017 Enfield Data Compared to Regional and National Data (Grades 9-12)



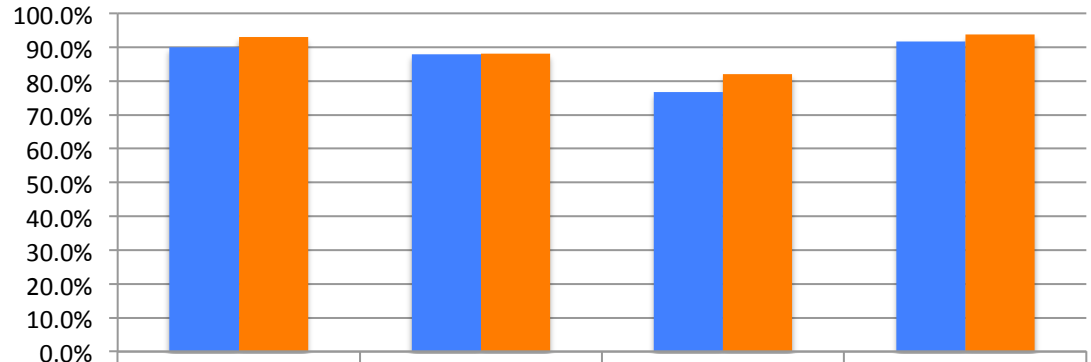
	Past Month Cigarette Use	Past Month Alcohol Use	Past Month Binge Drinking	Past Month Marijuana Use
Enfield 2017	5.4%	20.4%	10.0%	22.6%
ERASE Region (2016-2017)	3.9%	15.7%	8.1%	15.2%
YRBSS 2015	10.8%	32.8%	17.7%	21.7%

Perceived Risk of Use: Enfield vs. ERASE Region (Grades 9-12)

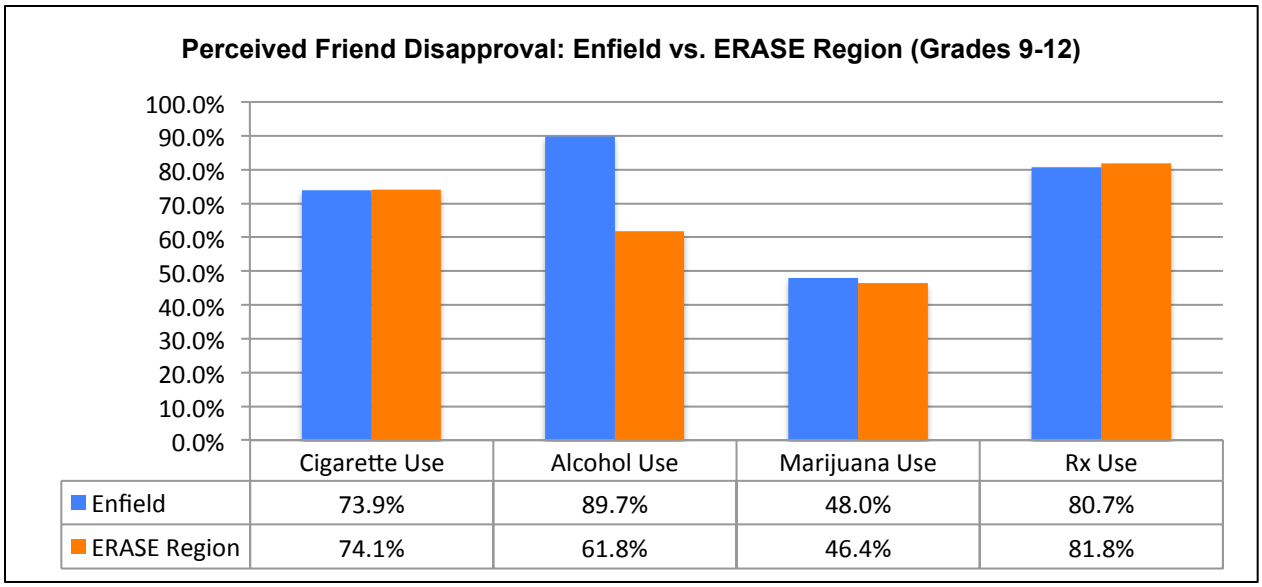


	Cigarette Use	Alcohol Use	Marijuana Use	Rx Use
Enfield	77.7%	66.7%	36.9%	79.1%
ERASE Region	83.5%	74.2%	47.8%	82.3%

Perceived Parent Disapproval: Enfield vs. ERASE Region (Grades 9-12)



	Cigarette Use	Alcohol Use	Marijuana Use	Rx Use
Enfield	89.9%	87.9%	76.7%	91.7%
ERASE Region	93.0%	88.1%	82.1%	93.7%



	Cigarette Use	Alcohol Use	Marijuana Use	Rx Use
Enfield	73.9%	89.7%	48.0%	80.7%
ERASE Region	74.1%	61.8%	46.4%	81.8%

Substance Use and Risky Behavior Summary

	Grades 6-8	Grades 9-12	Grades 6-12
Cigarette Use			
Past Month Cigarette Use	0.9%	5.4%	3.4%
Past Month E-Cigarette Use	2.3%	13.1%	8.4%
Perceived Risk	78.7%	77.7%	78.1%
Perceived Parent Disapproval	94.3%	89.9%	91.9%
Perceived Friend Disapproval	91.9%	73.9%	81.8%
Alcohol Use			
Past Month Use	3.7%	20.4%	13.1%
Perceived Risk	66.1%	66.7%	66.4%
Perceived Parent Disapproval	92.6%	87.9%	89.9%
Perceived Friend Disapproval	89.7%	64.9%	75.8%
Past Month Binge Drinking	1.1%	10.0%	6.1%
Marijuana Use			
Past Month Use	3.0%	22.6%	14.0%
Perceived Risk	62.6%	36.9%	48.2%
Perceived Parent Disapproval	93.6%	76.7%	84.1%
Perceived Friend Disapproval	88.7%	48.0%	65.8%
Prescription Drug Abuse			
Past Month Use	1.5%	5.2%	3.6%
Perceived Risk	78.2%	79.1%	78.7%
Perceived Parent Disapproval	94.7%	91.7%	93.0%
Perceived Friend Disapproval	92.2%	80.7%	85.7%
Heroin Use			
Past Month Use	0.5%	2.3%	1.5%
Perceived Risk	78.5%	84.3%	81.7%
Perceived Parent Disapproval	96.8%	94.0%	95.2%
Perceived Friend Disapproval	94.0%	88.9%	91.2%
Gambling			
Past Month Use	5.7%	12.1%	9.3%
Perceived Risk	56.7%	56.0%	56.3%
Perceived Parent Disapproval	88.5%	77.7%	82.4%
Perceived Friend Disapproval	83.4%	60.9%	70.8%

Year Trends in Substance Use Summary, Grades 9-12

	2011	2013	2015	2017	% Difference Since 2015
Cigarette Use					
Past Month Use	18.7%	15.0%	7.1%	5.4%	-1.7%
Perceived Risk	83.4%	86.0%	84.2%	77.7%	-6.5%
Perceived Parent Disapproval	66.7%	86.6%	91.1%	89.9%	-1.2%
Perceived Friend Disapproval	-----	62.0%	69.1%	73.9%	+4.8%
Alcohol Use					
Past Month Use	33.7%	28.2%	23.1%	20.4%	-2.7%
Perceived Risk	72.0%	74.8%	70.1%	66.7%	-3.4%
Perceived Parent Disapproval	60.1%	87.9%	91.1%	87.9%	-3.2%
Perceived Friend Disapproval	-----	51.1%	58.1%	64.9%	+6.8%
Past Month Binge Drinking[1]	15.5%	10.3%	5.8%	10.0%	+4.2%
Marijuana Use					
Past Month Use	26.8%	29.3%	21.1%	22.6%	+1.5%
Perceived Risk	49.7%	43.9%	38.9%	36.9%	-2.0%
Perceived Parent Disapproval	63.6%	76.8%	84.2%	76.7%	-7.5%
Perceived Friend Disapproval	-----	36.8%	42.5%	48.0%	+5.5%
Prescription Drug Abuse					
Past Month Use	17.7%	12.1%	4.4%	5.2%	+0.8%
Perceived Risk	-----	81.9%	81.2%	79.1%	-2.1%
Perceived Parent Disapproval	-----	88.4%	94.9%	91.7%	-3.2%
Perceived Friend Disapproval	-----	74.1%	80.3%	80.7%	+0.4%
Heroin Use					
Past Month Use	9.3%	6.4%	1.0%	2.3%	+1.3%
Perceived Risk	87.1%	88.9%	87.6%	84.3%	-3.3%
Perceived Parent Disapproval	88.1%	93.3%	97.3%	94.0%	-3.3%
Perceived Friend Disapproval	-----	88.9%	90.3%	88.9%	-1.4%

Substance Use Comparisons to State and National Data

It is important to understand how the alcohol and drug use rates presented in this report compare to the surveys that are conducted at the national and state level. Refer to Figures below to evaluate how the results presented in this report compare to results gathered from national survey studies.

The survey data collected for the NSDUH survey was gathered using in-person interviews with each survey respondent in the privacy of their home, and thus the drug rates may be lower than they would if conducted in the school setting. For both the YRBSS and MTF surveys, respondents in private and public schools completed paper surveys during a class period.

Enfield 2017 Survey Data Comparison to 2015-2016 NSDUH Survey			
30-Day Use Rates	**Enfield Grades 6-12**	**NSDUH[1] Ages 12-17**	**CT NSDUH[2] Ages 12-17**
Cigarette Use	3.4%	3.4%	4.5%
Alcohol Use	13.1%	9.2%	13.6%
Marijuana Use	14.0%	6.5%	8.3%
Binge Drinking	6.1%	4.9%	6.3%
Prescription Drug Abuse	3.6%	1.6%	4.1%
Heroin Use	1.5%	0.0%	-----
% Great Risk Alcohol	32.4%	42.5%	39.4%
% Great Risk Marijuana	27.2%	27.3%	21.8%
% Great Risk Cigarette	59.6%	68.2%	67.8%

Enfield 2017 Survey Data Comparison to 2015 YRBSS Survey			
Substance	**Enfield Grades 9-12**	**YRBSS[3], Grades 9-12**	**CT YRBSS[3], Grades 9-12**
Past Month Cigarette Use	5.4%	10.8%	10.3%
Past Month Alcohol Use	20.4%	32.8%	30.2%
Past Month Marijuana Use	22.6%	21.7%	20.4%
Past Month Binge Drinking	10.0%	17.7%	14.0%

Enfield 2017 Survey Data Comparison to 2017 MTF Survey		
30-Day Use Rates	**Enfield Grade 12**	**MTF[4]: Grade 12**
Cigarette Use	6.8%	9.7%
Alcohol Use	28.9%	33.2%
Marijuana Use	33.0%	22.9%
Prescription Drug Abuse	2.9%	4.9%
Binge Drinking	13.6%	19.1%
E-Cigarette Use	18.8%	16.6%

[1] = National Survey on Drug Use and Health; Substance Abuse and Mental Health Services Administration (SAMHSA); all use rates collected in 2016; rates on perceived risk collected in 2015.
[2] = National Survey on Drug Use and Health; SAMHSA; Connecticut data collected in 2014-2015 for cigarette, alcohol and marijuana use; other Connecticut measures listed (e.g., binge drinking, perceived risk, etc.) were collected in 2013-2014.
[3] = Youth Risk Behavior Surveillance System; Centers for Disease Control and Prevention (CDC); Connecticut data also collected in 2015
[4] = Monitoring the Future Survey; University of Michigan; National Institute on Drug Abuse (NIDA); National Institute of Health (NIH)

Substance Use Comparisons to Regional Data

It is also necessary to understand how the alcohol and drug use rates presented in this report compare to the ERASE Region. Regional rates seen in tables are weighted averages (accounting for varying sample sizes) of substance use rates taken from 6 towns in the ERASE Region between 2016-2017 for grades 9-12. Enfield 2017 rates are included in this average.

CIGARETTE/TOBACCO USE Enfield 2017 Survey Data Comparison to ERASE Regional Averages		
Grades 9-12	**Enfield 2017**	**ERASE Regional Average 2016-2017**
Past Month Cigarette Use	5.4%	3.9%
Past Month E-Cigarette Use	13.1%	9.4%
Perceived Risk	77.7%	83.5%
Perceived Parent Disapproval	89.9%	93.0%
Perceived Friend Disapproval	73.9%	74.1%

ALCOHOL USE Enfield 2017 Survey Data Comparison to ERASE Regional Averages		
Grades 9-12	**Enfield 2017**	**ERASE Regional Average 2016-2017**
Past Month Use	20.4%	15.7%
Perceived Risk	66.7%	74.2%
Perceived Parent Disapproval	87.9%	88.1%
Perceived Friend Disapproval	89.7%	61.8%
Past Month Binge Drinking	10.0%	8.1%

MARIJUANA USE Enfield 2017 Survey Data Comparison to ERASE Regional Averages		
Grades 9-12	**Enfield 2017**	**ERASE Regional Average 2016-2017**
Past Month Use	22.6%	15.2%
Perceived Risk	36.9%	47.8%
Perceived Parent Disapproval	76.7%	82.1%
Perceived Friend Disapproval	48.0%	46.4%

PRESCRIPTION DRUG ABUSE Enfield 2017 Survey Data Comparison to ERASE Regional Averages		
Grades 9-12	**Enfield 2017**	**ERASE Regional Average 2016-2017**
Past Month Use	5.2%	3.0%
Perceived Risk	79.1%	82.3%
Perceived Parent Disapproval	91.7%	93.7%
Perceived Friend Disapproval	80.7%	81.8%

Section I: Cigarette and E-Cigarette Use and Perceptions of Use

Part 1: Cigarette or E-Cigarette Use

Students were asked to report how many cigarettes (if any) they smoked in the past 30 days. In a separate question, students were asked to report how frequently in the past month they had used an e-cigarette.

Cigarette or E-Cigarette Use Rates for 2017

Table 1.0 – Cigarette and E-Cigarette Rates	Grades 6-12	Grades 6-8	Grades 9-12
Cigarettes: Past Month Use (used *at least once* in past 30 days)	3.4%	0.9%	5.4%
Cigarettes: Smoked at least about one-half pack of cigarettes a day or more in past 30 days	1.1%	0.4%	1.7%
Cigarettes: Smoked at least one pack a day or more in past 30 days	0.9%	0.2%	1.3%
E-Cigarettes: Past Month Use (used at least once in past 30 days)	8.4%	2.3%	13.1%
E-Cigarettes: Used on 6-9 occasions or more	4.4%	0.9%	7.2%
E-Cigarettes: Used 20-30 occasions or more	3.0%	0.6%	4.9%

Cigarette Use Trends by Year:

Trends indicate a long-term decline in past month cigarette use, particularly among students in grades 9-12; e-cigarette use is fairly stable, increasing slightly since 2015 for grades 9-12. Refer to Tables 1.1, 1.2A, and 1.2B.

Table 1.1– Past Month Cigarette Use: Year Trends	2005	2009	2011	2013	2015	2017	*% Difference Since*	
							2013	*2015*
Cigarette Use								
Grades 6-8	15.0%	6.0%	6.1%	3.2%	1.6%	0.9%	*-2.3%*	*-0.7%*
Grades 9-12	25.3%	15.3%	17.4%	15.0%	7.1%	5.4%	*-9.6%*	*-1.7%*
E-Cigarette Use								
Grades 6-8	-----	-----	-----	4.4%	3.3%	2.3%	*-2.1%*	*-1.0%*
Grades 9-12	-----	-----	-----	22.7%	11.6%	13.1%	*-9.6%*	*+1.5%*

Table 1.2A – Trends in Past Month Use Rates for Cigarettes by Grade	6th	7th	8th	9th	10th	11th	12th
2009	-----	1.8%	9.6%	9.3%	12.4%	18.5%	21.2%
2011	2.9%	5.5%	12.5%	16.4%	14.8%	20.9%	22.9%
2013	1.7%	3.2%	4.7%	14.0%	12.5%	15.5%	18.5%
2015	0.7%	0.6%	3.7%	4.5%	5.7%	9.4%	9.2%
2017	0.3%	0.0%	2.4%	2.6%	4.9%	7.9%	6.8%
% Difference Since 2015	-0.4%	-0.6%	-1.3%	-1.9%	-0.8%	-1.5%	-2.4%

Table 1.2B — Trends in Past Month Use Rates for E-Cigarettes by Grade	6th	7th	8th	9th	10th	11th	12th
2013	2.7%	4.5%	6.1%	19.3%	24.2%	24.0%	23.1%
2015	1.7%	1.8%	6.4%	13.3%	7.0%	14.9%	11.3%
2017	0.7%	0.8%	6.1%	8.1%	12.2%	14.7%	18.8%
% Difference Since 2015	-1.0%	-1.0%	-0.3%	-5.2%	+5.2%	-0.2%	+7.5%

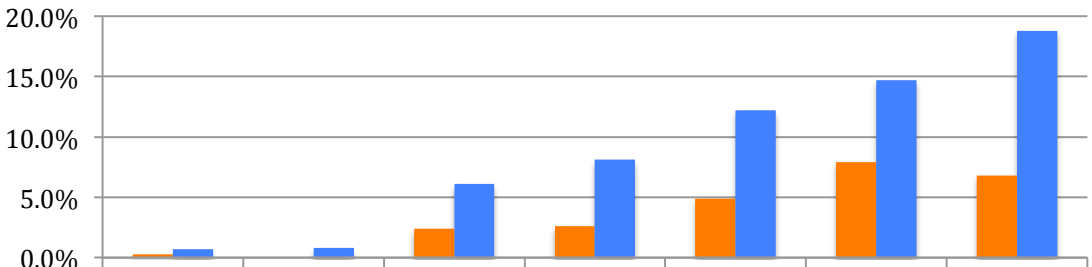
2017 Cigarette or E-Cigarette Use Comparisons by Grade Level:

Refer to Table 1.3 and Figure 1.0 for a listing of the significant grade differences in past month cigarette or e-cigarette use. To summarize, there were significant differences in past cigarette and e-cigarette use between grades 6-8 and 9-12.

Table 1.3 - Significant Grade Differences in Past Month Cigarette and E-Cigarette Use

Substance	Grade Levels	Statistics	Significant Differences (Y/N)	Post-hoc analyses ($p < .05$)
Past Month Cigarette Use	6-8	$\chi^2(2, N = 812) = 10.45, p < 0.05$	Y	7 and 8
	9-12	$\chi^2(3, N = 1046) = 8.58, p < 0.05$	Y	9 and 11
Past Month E-Cigarette Use	6-8	$\chi^2(2, N = 809) = 21.67, p < 0.06$	Y	6 and 8 7 and 8
	9-12	$\chi^2(3, N = 1039) = 12.61, p < .05$	Y	9 and 12

Figure 1.0 - Past Month Tobacco and E-Cigarette Use by Grade



	6	7	8	9	10	11	12
cigarettes	0.3%	0.0%	2.4%	2.6%	4.9%	7.9%	6.8%
e-cigarettes	0.7%	0.8%	6.1%	8.1%	12.2%	14.7%	18.8%

2017 Cigarette or E-Cigarette Use Comparisons by Gender:

There were no significant gender differences in past month cigarette or e-cigarette use among students in grades 6-8, 9-12, or grades 6-12 (Table 1.4).

Table 1.4 - Significant Sex Differences in Past Month Cigarette and E-Cigarette Use

Substance	Grade Levels	Statistics	Significant (Y/N)	Rates
Past Month Cigarette Use	6-8	$\chi^2(1, N = 736) = 2.80, p > 0.05$	N	M: 1.4% F: 0.3%
	9-12	$\chi^2(1, N = 916) = 1.66, p > 0.05$	N	M: 6.0% F: 4.1%
	6-12	$\chi^2(1, N = 1652) = 3.17, p > 0.05$	N	M: 3.9% F: 2.4%
Past Month E-Cigarette Use	6-8	$\chi^2(1, N = 733) = 1.36, p > 0.05$	N	M: 1.7% F: 3.0%
	9-12	$\chi^2(1, N = 910) = 3.22, p > 0.05$	N	M: 14.8% F: 10.8%
	6-12	$\chi^2(1, N = 1643) = 1.42, p > 0.05$	N	M: 8.9% F: 7.3%

2017 Cigarette or E-Cigarette Use Comparisons by Race:

For past month cigarette use rates, there were no significant race differences among students in grades 6-8, $\chi^2(3, N = 809) = 2.98, p > 0.05$, or between students in grades 9-12, $\chi^2(3, N = 1043) = 3.33, p > 0.05$. For past month e-cigarette use rates, there were no significant race differences among students in grades 6-8, $\chi^2(3, N = 806) = 3.69, p > 0.05$, but there were significant race differences between students in grades 9-12, $\chi^2(3, N = 1036) = 10.43, p < 0.05$. Post-hoc analyses showed significant differences between Hispanic and Black Non-Hispanic groups. Refer to Table 1.5.

Table 1.5 – Race Differences for Past Month Cigarette & Past Month E-cigarette Use		White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American, Asian/Pac. Islander & "Other")
Past Month Cigarette Use	Grades 6-8	0.6%	0.0%	2.0%	0.8%
	Grades 9-12	5.4%	0.0%	6.9%	5.7%
Past Month E-Cigarette Use	Grades 6-8	1.8%	0.0%	2.7%	4.3%
	Grades 9-12	13.1%	0.0%	17.8%	11.5%

Age of Onset for Cigarette and E-Cigarette Use:

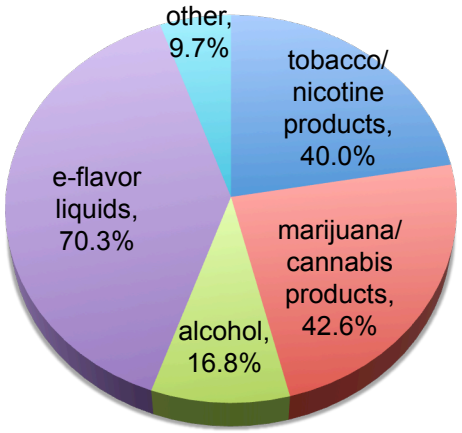
Students who have reported smoking cigarettes or e-cigarettes at least once before were asked how old they were when they tried cigarettes (even just a puff) for the first time.

Table 1.6 – Age of Onset of Cigarette and E-Cigarette Use		2017
Cigarettes	Grades 6-12	14.0 yrs (n=162, *SD* = 2.3)
	Grades 6-8	13.1 yrs (n=17, *SD* = 3.0)
	Grades 9-12	14.1 yrs (n=145, *SD* = 2.2)
E-Cigarettes	Grades 6-12	14.4 yrs (n=220, *SD* = 2.1)
	Grades 6-8	13.3 yrs (n=31, *SD* = 2.2)
	Grades 9-12	14.7 yrs (n=189, *SD* = 2.0)

Usage of E-Cigarettes with Other Substances

Students who reported using e-cigarettes at least once before were asked to select what products they used at the same time along with the e-cigarettes, including liquids or oils. Note that students could select more than one product at one time. The most frequently product used along with e-cigarettes was e-flavor liquids, followed by marijuana/cannabis products closely followed by tobacco/nicotine products. Refer to Figure 1.1.

Figure 1.1 - When using E-Cigarettes in the past 30 days, please select which products you used at the same time (including liquids/oils). Select all that apply:



Part 2:
Students' Perceptions of Tobacco Use

All students, including those who reported never using cigarettes before, answered the following questions regarding students' perceptions of tobacco use, particularly regarding the risks of use, and parental and friend disapproval.

Risks of Smoking Cigarettes:

78.1% of students in grades 6-12 perceived smoking one or more packs of cigarettes per day as a "moderate" or "great" risk. Refer to Table 1.7.

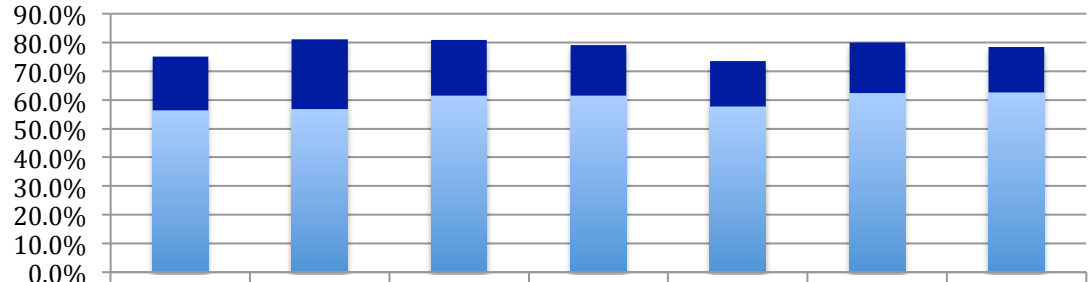
Table 1.7	"Moderate Risk"	"Great Risk"	"Moderate Risk" or "Great Risk"
Grades 6-12	18.5%	59.6%	78.1%
Grades 6-8	20.7%	58.0%	78.7%
Grades 9-12	16.8%	60.9%	77.7%

There were no significant differences between grades 6-8 or 9-12 in the perception of regular smoking being risky to one's health, $p > .05$. Refer to Table 1.8 and Figure 1.2.

Table 1.8: Grade Differences for Perceived Risk of Cigarette Use

Grade	Statistics	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	$\chi^2(2, N = 804) = 3.90, p > 0.05$	N	n/a
9-12	$\chi^2(3, N = 1033) = 5.83, p > 0.05$	N	n/a

Figure 1.2 - "How much do you think people risk harming themselves physically or in other ways (emotionally, financially, etc.) if they smoke one or more packs of cigarettes per day?"



	6	7	8	9	10	11	12
% moderate risk	18.6%	24.2%	19.3%	17.6%	15.8%	17.6%	15.7%
% great risk	56.4%	56.8%	61.5%	61.4%	57.7%	62.3%	62.7%

Gender differences were not found for perceived risk of cigarette use among students in grades 6-8 or 9-12. Refer to Table 1.9 for more details.

Table 1.9 - Gender Differences in Perceived Risk of Cigarette Use

Grade Levels	Statistics	Significant (Y/N)	% Moderate/Great Risk by Gender	
6-8	$\chi^2(1, N = 730) = 1.00, p > 0.05$	N	M: 78.2%	F: 81.2%
9-12	$\chi^2(3, N = 907) = 1.44, p > 0.05$	N	M: 76.4%	F: 79.7%
6-12	$\chi^2(1, N = 1637) = 2.45, p > 0.05$	N	M: 77.2%	F: 80.4%

There were significant race differences for perceived risk of youth tobacco use among students in grades 6-8, $\chi^2\ (3, N = 801) = 8.10, p < 0.05$, however, there were no significant differences between the specific race groups according to the post-hoc analyses. There were no race differences for perceived risk of tobacco use among students in grades 9-12, $p > .05$. Refer to the table below for percentages.

Race Differences for Perceived Risk of Youth Tobacco Use, % Wrong or Very Wrong	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
Grades 6-8	81.7%	76.7%	72.8%	73.0%
Grades 9-12	79.4%	72.1%	76.7%	73.4%

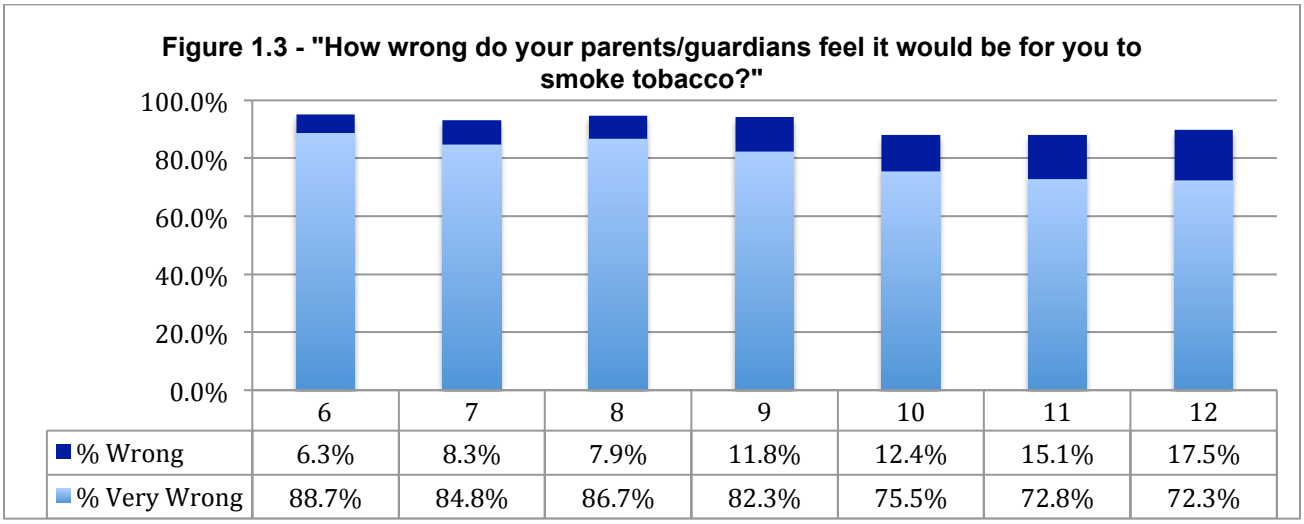
Parent/Guardian Disapproval of Smoking Tobacco:

91.9% of all students in grades 6-12 thought their parents felt it would be "wrong" or "very wrong" if they smoked tobacco. Refer to Table 1.10.

Table 1.10	"Wrong"	"Very Wrong"	"Wrong or Very Wrong"
Grades 6-12	11.1%	80.8%	91.9%
Grades 6-8	7.4%	86.9%	94.3%
Grades 9-12	13.9%	76.0%	89.9%

There were no significant differences between grades 6-8 or 9-12 in the perception of parental disapproval of student tobacco use, $p > .05$. Refer to Table 1.10 and Figure 1.3.

Table 1.10: Grade Differences for Parent Disapproval of Tobacco Use			
Grade	**Statistics**	**Significant (Y/N)**	**Post-hoc analyses ($p< .05$)**
6-8	$\chi^2(2, N = 805) = 0.93, p > 0.05$	N	n/a
9-12	$\chi^2(3, N = 1031) = 7.69, p > 0.05$	N	n/a



Gender differences were not found for perceived parental disapproval among students in grades 6-8 or grades 9-12. Refer to Table 1.11 for more details.

Table 1.11 - Gender Differences in Perceived Parent Disapproval of Youth Tobacco Use				
Grade Levels	**Statistics**	**Significant (Y/N)**	**% Wrong or Very Wrong by Gender**	
6-8	$\chi^2(1, N = 729) = 0.18, p > 0.05$	N	M: 95.3%	F: 94.6%
9-12	$\chi^2(1, N = 906) = 1.06, p > 0.05$	N	M: 87.4%	F: 89.3%
6-12	$\chi^2(3, N = 1635) = 0.38, p > 0.05$	N	M: 91.9%	F: 92.8%

There were no significant race differences for perceived parent disapproval of youth tobacco use among students in grades 6-8 or grades 9-12, $p > .05$. Refer to the table below for percentages.

Race Differences for Perceived Parent Disapproval of Youth Tobacco Use, % Wrong or Very Wrong	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
Grades 6-8	95.3%	96.6%	89.9%	95.7%
Grades 9-12	90.8%	90.9%	88.2%	87.7%

Friend Disapproval of Smoking Tobacco:

81.8% of all students in grades 6-12 thought their friends felt it would be "wrong" or "very wrong" if they smoked tobacco. Refer to Table 1.12.

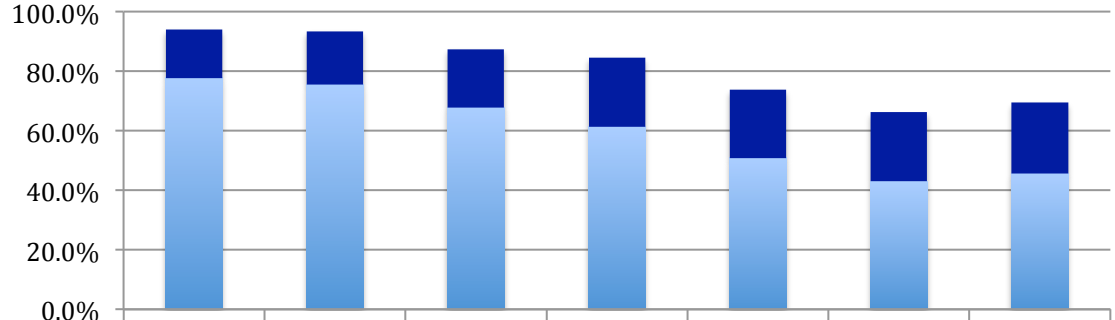
Table 1.12	"Wrong"	"Very Wrong"	"Wrong or Very Wrong"
Grades 6-12	20.9%	60.9%	81.8%
Grades 6-8	17.8%	74.1%	91.9%
Grades 9-12	23.3%	50.6%	73.9%

There were significant differences between grades 6-8 and grades 9-12 in the perception of friend disapproval of student tobacco use, $p < .05$, where perceived friend disapproval decreased as grade levels increased. Refer to Table 1.13 and Figure 1.4.

Table 1.13: Grade Differences for Friend Disapproval of Tobacco Use

Grade	Statistics	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	$\chi^2(2, N = 798) = 8.74, p < 0.05$	Y	6 and 8
9-12	$\chi^2(3, N = 1026) = 26.47, p < 0.05$	Y	9 and 10 9 and 11 9 and 12

Figure 1.4 - "How wrong do your friends feel it would be for you to smoke cigarettes?"



	6	7	8	9	10	11	12
% Wrong	16.2%	18.0%	19.6%	23.4%	23.0%	23.3%	24.0%
% Very Wrong	77.8%	75.5%	67.9%	61.3%	50.9%	43.0%	45.6%

Gender differences were not found for perceived friend disapproval among students in grades 6-8, or among students in grades 9-12. Refer to Table 1.14 for more details.

Table 1.14- Gender Differences in Perceived Friend Disapproval of Youth Tobacco Use				
Grade Levels	**Statistics**	**Significant (Y/N)**	**% Wrong or Very Wrong by Gender**	
6-8	$\chi^2(1, N = 725) = 0.31, p > 0.05$	N	M: 93.5%	F: 92.5%
9-12	$\chi^2(1, N = 902) = 2.94, p > 0.05$	N	M: 71.7%	F: 76.7%
6-12	$\chi^2(3, N = 1627) = 1.71, p > 0.05$	N	M: 81.3%	F: 83.8%

There were significant race differences for perceived friend disapproval of youth tobacco use among students in grades 6-8, $\chi^2\ (3, N = 795) = 21.61, p < 0.05$. Post-hoc analyses showed significantly higher friend disapproval among White Non-Hispanic students compared to Hispanic students. There were no race differences for perceived friend disapproval among students in grades 9-12, $p > .05$. Refer to the table below for percentages.

Race Differences for Perceived Friend Disapproval of Youth Tobacco Use, % Wrong or Very Wrong	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
Grades 6-8	94.5%	100.0%	83.6%	90.2%
Grades 9-12	75.1%	81.8%	72.2%	68.4%

Section 2: Alcohol Use and Perceptions of Use

Part 1: Alcohol Use

Alcohol Use Rates for 2017

13.1% of students in grades 6-12 reported drinking alcoholic beverages (more than just a few sips) at least on one occasion or more in the past month. Refer to Table 2.0.

Table 2.0 – Past Month Alcohol Use Rates	Grades 6-12	Grades 6-8	Grades 9-12
Past Month Use (used once or more in past 30 days)	13.1%	3.7%	20.4%
Past Month Moderate/Frequent Use (3-5 occasions or more in past 30 days)	7.2%	1.7%	11.4%
Frequent Use (6-9 occasions or more in past 30 days)	4.5%	1.5%	6.8%

Alcohol Use Trends by Year:

Past month alcohol use has remained about the same rate among students in grades 6-8 and students in grades 9-12, declining only by 2.7% at the high school since 2015. Refer to Tables 2.1 and 2.2.

Table 2.1 – Trends in Past Month Alcohol Use Rates by School	2005	2009	2011	2013	2015	2017	*% Difference Since 2015*
Grades 6-8	27.0%	11.3%	10.4%	6.6%	3.6%	3.7%	*+0.1%*
Grades 9-12	48.9%	37.5%	33.7%	28.2%	23.1%	20.4%	*-2.7%*

Table 2.2 – Trends in Past Month Alcohol Use Rates by Grade	6th	7th	8th	9th	10th	11th	12th
2009	-----	6.6%	15.5%	26.3%	32.8%	41.6%	50.7%
2011	4.2%	7.1%	16.0%	24.8%	28.3%	40.2%	46.3%
2013	5.2%	6.3%	8.2%	16.7%	28.0%	31.9%	38.9%
2015	0.7%	0.6%	9.7%	17.3%	15.1%	28.3%	34.0%
2017	3.0%	1.9%	6.5%	7.2%	22.1%	25.3%	28.9%
% Difference Since 2015	*+2.3%*	*+1.3%*	*-3.2%*	*-10.1%*	*+7.0%*	*-3.0%*	*-5.1%*

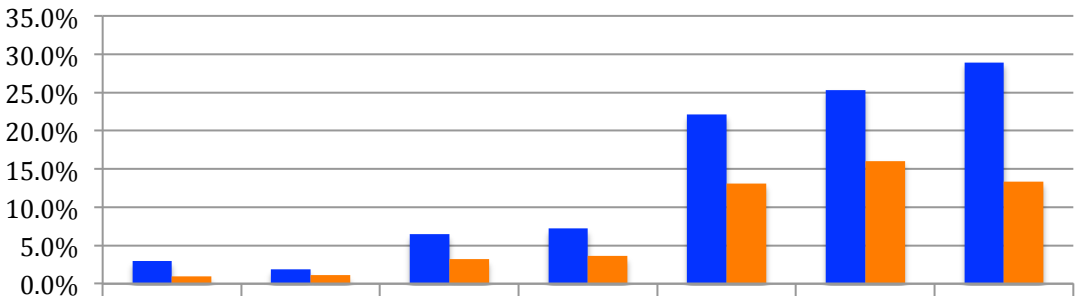
2017 Alcohol Use Comparisons by Grade Level:

Refer to Table 2.3 and Figure 2.0 for a listing of the significant grade differences in past month alcohol use. To summarize, there were significant differences in past alcohol between grades 6-8 and 9-12.

Table 2.3 - Significant Grade Differences in Past Month Alcohol Use

Substance	Grade Levels	Statistics	Significant Differences (Y/N)	Post-hoc analyses ($p < .05$)
Past Month Alcohol Use	6-8	$\chi^2(2, N = 815) = 8.19, p < 0.05$	Y	7 and 8
	9-12	$\chi^2(3, N = 1068) = 44.36, p < 0.001$	Y	9 and 10 9 and 11 9 and 12

Figure 2.0 - Past Month Alcohol Use by Grade



	6	7	8	9	10	11	12
Past Month Use	3.0%	1.9%	6.5%	7.2%	22.1%	25.3%	28.9%
3-5 days or more	1.0%	1.1%	3.2%	3.6%	13.1%	16.0%	13.3%

2017 Alcohol Use Comparisons by Gender:

There were no significant gender differences in past month alcohol use among students in grades 6-8, 9-12, or grades 6-12 (Table 2.4).

Table 2.4 - Significant Gender Differences in Past Month Alcohol Use

Grade Levels	Statistics	Significant (Y/N)	Rates by Gender
6-8	$\chi^2(1, N = 739) = 0.49, p > 0.05$	N	M: 3.9% F: 2.9%
9-12	$\chi^2(1, N = 937) = 0.65, p > 0.05$	N	M: 19.3% F: 21.4%
6-12	$\chi^2(1, N = 1676) = 0.22, p > 0.05$	N	M: 12.5% F: 13.3%

2017 Alcohol Use Comparisons by Race:

There were no significant race differences among students in grades 6-8, $\chi^2\ (3, N = 812) = 1.63, p > 0.05$, or 9-12, $\chi^2(3, N = 1065) = 0.75, p > 0.05$, for past month alcohol use. Refer to Table 2.5.

Table 2.5 – Race Differences for Past Month Alcohol Use		White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American, Asian/Pac. Islander & "Other")
Past Month Cigarette Use	Grades 6-8	3.1%	3.3%	5.3%	3.4%
	Grades 9-12	21.1%	21.7%	19.2%	18.5%

Age of Onset for Alcohol Use:

Students were asked how old they were the first time they had an alcoholic beverage, such as beer, wine or hard liquor (vodka, whiskey, or gin), more than one sip or two. Refer to Table 2.6 for the ages.

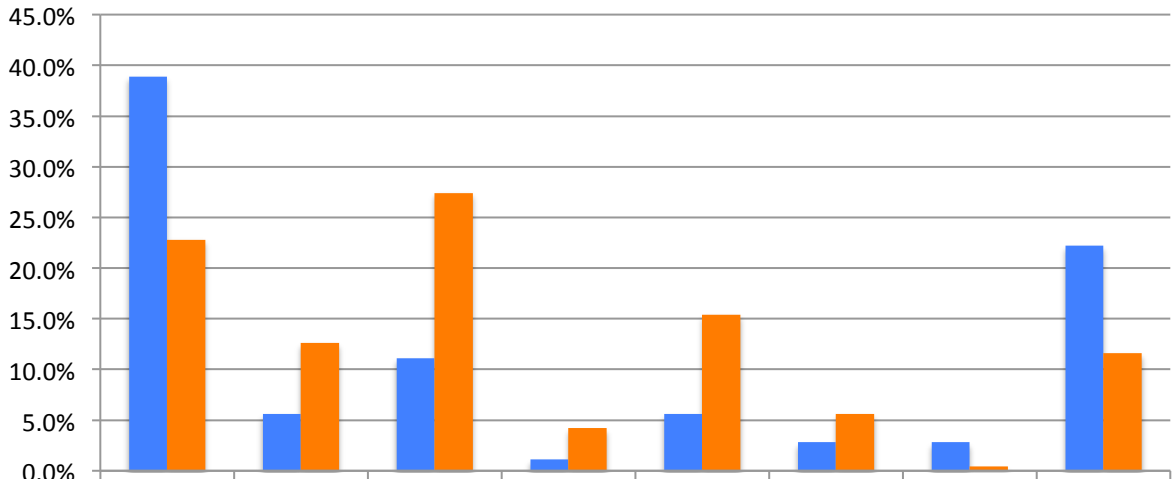
Table 2.6 – Age of Onset of Alcohol Use	2017
Grades 6-12	13.2 years (n=415, SD = 2.1 yrs)
Grades 6-8	11.7 years (n=58, SD= 2.1 yrs)
Grades 9-12	13.4 years (n=357, SD= 2.0 yrs)

Accessibility of Alcohol

Of the students that have drank alcohol at least once before, most in grades 6-8 reported getting alcohol from "home with parents' permission" and most in grades 9-12 reported getting alcohol from their friends. The category "other" when selected was specified by the students as typically being a combination of the choice categories (often "home without parents' permission AND from siblings, other people, and/or friends) or was obtained from other relatives beyond their immediate family or during special occasions like weddings or holiday gatherings, or was not specified. Refer to Table 2.7 and Figure 2.1.

Table 2.7 - Source of Alcohol (only out of students who reported drinking)	6th (n=11)	7th (n=6)	8th (n=19)	9th (n=32)	10th (n=81)	11th (n=92)	12th (n=80)
Home WITH Parent's Permission	54.5%	50.0%	26.3%	21.9%	22.2%	27.2%	18.8%
Home WITHOUT Parent's Permission	0.0%	0.0%	10.5%	31.3%	17.3%	7.6%	6.3%
Friends	9.1%	0.0%	15.8%	21.9%	34.6%	20.7%	30.0%
Brothers or Sisters	0.0%	0.0%	21.1%	0.0%	4.9%	5.4%	3.8%
Other People Who Buy it For You	9.1%	16.7%	0.0%	6.3%	8.6%	20.7%	20.0%
Store	0.0%	16.7%	0.0%	6.3%	4.9%	4.3%	7.5%
Restaurant/Bar	0.0%	0.0%	5.3%	0.0%	1.2%	0.0%	0.0%
Other	27.3%	16.7%	21.1%	12.5%	6.2%	14.1%	13.8%

Figure 2.1 - Students' Source of Alcohol
(Percentages reflect % "sometimes" or "often" obtained from)



	Home WITH parents' permission	Home WITHOUT parents' permission	Friends	Siblings	Other people who buy it for you	Store	Restaurant /Bar	Other
Grades 6-8	38.9%	5.6%	11.1%	1.1%	5.6%	2.8%	2.8%	22.2%
Grades 9-12	22.8%	12.6%	27.4%	4.2%	15.4%	5.6%	0.4%	11.6%

There were no gender differences for students' source of alcohol among grades 6-8. There were gender differences for students' sources of alcohol among grades 9-12, $\chi^2(6, N = 250) = 13.21, p < 0.05$. Post-hoc analyses showed that females (32.9%) were significantly more likely to get alcohol from their friends compared to males (19.1%). In addition, males (16.4%) were more likely to get alcohol from an "other" source compared to females (7.1%).

Binge Drinking Rates

Students were asked to indicate how many drinks they typically had in the past 30 days and to report whether or not they drank five or more drinks in a row within the past 30 days.

10.0% of students in grades 9-12 drank five or more drinks in a row in the past 30 days. The average number of drinks consumed at once in the past 30 days was reported to be 4.7 drinks for students in grades 6-8, 9-12, and 6-12. 6.9% of students in grades 9-12 *typically* had 4 or more drinks when they drank in the past month (this number is lower than the binge drinking rate which is 5 or more drinks in the past month simply because the binge drinking rate asks for number of times the student had 5 or more drinks at least once in the past month, whereas this number is based on the student's report of the *average* number of drinks they had in the past month, which is typically going to be a lower number). Refer to Table 2.8.

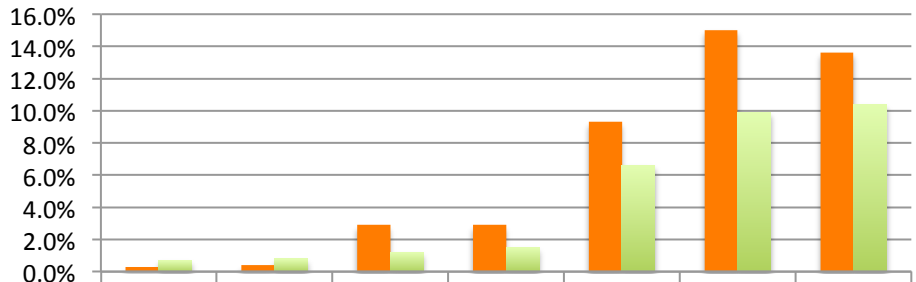
Table 2.8 – Binge Drinking Rates	Grades 6-12	Grades 6-8	Grades 9-12
Past Month Binge Drinking: Had 5+ drinks in a row (At least once within the past 30 days)	6.1%	1.1%	10.0%
Frequent Binge Drinking Had 5+ drinks in a row (3-5 times within the past 30 days)	3.1%	0.6%	5.0%
4+ drinks on days when usually drank (Within the past 30 days)	4.3%	0.9%	6.9%
Average Number of Drinks (Within the past 30 days)	4.7	4.7	4.7

There were significant differences in past month binge drinking (5+ drinks at least once in past 30 days) and in typically drinking 4 or more drinks in the past 30 days among students in grades 9-12; in both cases binge drinking significantly increased between grades 9 and 10, 9 and 11, and 9 and 12. Refer to Table 2.9 and Figure 2.2.

Table 2.9 - Significant Grade Differences in Past Month Binge Drinking

Substance	Grade Levels	Statistics	Significant Differences (Y/N)	Post-hoc analyses ($p < .05$)
Past Month Binge Drinking (5+ drinks at least once in past 30 days)	6-8	$\chi^2(2, N = 809) = 9.73, p < 0.01$	Y	6 and 8
	9-12	$\chi^2(3, N = 1058) = 26.24, p < 0.001$	Y	9 and 10 9 and 11 9 and 12
Typically 4+ drinks drunk in past 30 days	6-8	$\chi^2(2, N = 804) = 0.55, p > 0.05$	N	n/a
	9-12	$\chi^2(3, N = 1047) = 20.37, p < 0.001$	Y	9 and 10 9 and 11 9 and 12

Figure 2.2 - Binge Drinking by Grade Level



	6	7	8	9	10	11	12
Past Month Binge Drinking	0.3%	0.4%	2.9%	2.9%	9.3%	15.0%	13.6%
Average of 4+ drinks in Past Month	0.7%	0.8%	1.2%	1.5%	6.6%	9.9%	10.4%

There were no significant race differences among students in grades 6-8 or 9-12 for past month binge drinking (5+ drinks in a row in the past 30 days), $p > .05$. There were significant differences for typically having 4 or more drinks in a month among students in grades 6-8 (but not 9-12), $\chi^2\ (3, N = 801) = 13.65, p < 0.01$; post-hoc analyses show higher rates among Hispanic students compared to White Non-Hispanic students. Refer to the following table for specific rates.

Race Differences for Binge Drinking Measures		White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
Binge Drinking at least once in past month	Grades 6-8	0.6%	0.0%	2.7%	1.7%
	Grades 9-12	9.8%	6.5%	7.4%	15.5%
Typically 4+ drinks in past month	Grades 6-8	0.2%	0.0%	3.4%	0.9%
	Grades 9-12	7.6%	0.0%	4.6%	8.6%

There were no significant gender differences in past month binge drinking or typically drinking 4+ drinks in the past month. Refer to Table 2.10.

Table 2.10 - Significant Gender Differences in Past Month Binge Drinking

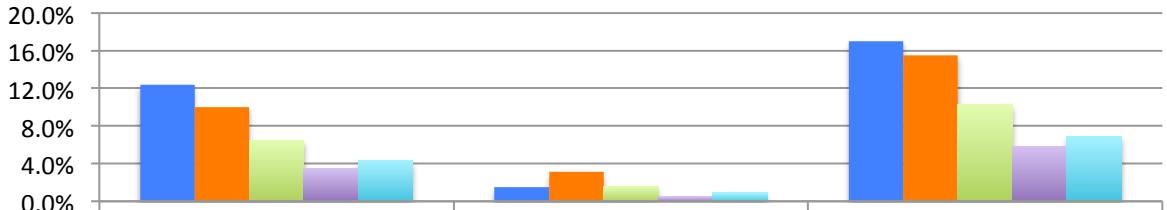
Measure	Grade Levels	Statistics	Significant (Y/N)	Rates by Gender
Past Month Binge Drinking (5+ more in a row in the past 30 days)	6-8	$\chi^2\ (1, N = 735) = 1.41, p > 0.05$	N	M: 1.4% F: 0.5%
	9-12	$\chi^2(1, N = 928) = 0.93, p > 0.05$	N	M: 11.0% F: 9.1%
	6-12	$\chi^2(1, N = 1663) = 1.50, p > 0.05$	N	M: 6.7% F: 5.3%
Typically Drinking 4+ drinks in past month	6-8	$\chi^2(1, N = 728) = 0.26, p > 0.05$	N	M: 0.8% F: 0.5%
	9-12	$\chi^2(1, N = 917) = 1.54, p > 0.05$	N	M: 7.8% F: 5.8%
	6-12	$\chi^2(1, N = 1645) = 1.77, p > 0.05$	N	M: 4.7% F: 3.4%

Binge Drinking Year Trends

Binge drinking in 2013 and earlier was defined as the percentage of students who reported typically drinking 4 or more drinks in the past month, but we also have the more classic definition of binge drinking (5+ drinks at least once in the past month) from 2015 and 2017, which is more comparable to state and national level data. Thus, we will report year trends in both of these ways, and will label each graph/table accordingly. When comparing to national current rates, we will use the binge drinking measure that asks students to report if they have had 5 or more drinks in a row at least once within the past 30 days since it's more directly comparable to national survey questions.

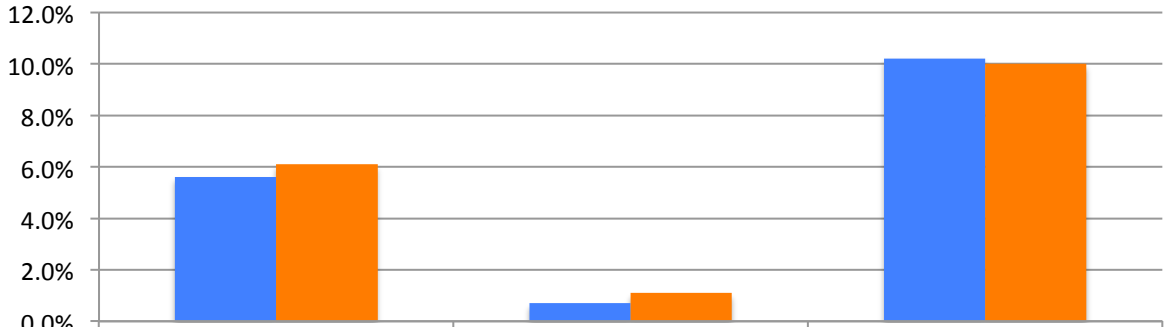
Binge drinking (in both definitions) has basically remained the same, sometimes slightly increasing for students since 2015. Refer to Figures 2.3 and 2.4 and Tables 2.11 and 2.12.

Figure 2.3 - Year Trends in Typically Having 4 or more Drinks in the Past Month



	Grades 6-12	Grades 6-8	Grades 9-12
2009	12.4%	1.5%	17.0%
2011	10.0%	3.1%	15.5%
2013	6.50%	1.60%	10.30%
2015	3.50%	0.50%	5.80%
2017	4.30%	0.90%	6.90%

Figure 2.4 - Year Trends in Past Month Binge Drinking (Having 5+ drinks at least once in the past month)



	Grades 6-12	Grades 6-8	Grades 9-12
2015	5.6%	0.7%	10.2%
2017	6.1%	1.1%	10.0%

Table 2.11 - Trends in Typically Having 4+ Drinks by Grade	6th	7th	8th	9th	10th	11th	12th
2009	-----	0.9%	1.9%	5.0%	14.7%	22.2%	27.1%
2011	1.8%	2.0%	4.1%	7.1%	11.6%	17.9%	25.9%
2013	1.3%	1.9%	1.6%	5.5%	8.4%	11.3%	17.5%
2015	0.3%	0.3%	1.0%	3.1%	3.7%	7.5%	8.7%
2017	0.3%	0.8%	1.2%	1.5%	6.6%	9.9%	10.4%
% Difference Since 2015	0.0%	+0.5%	+0.2%	-1.6%	+2.9%	+2.4%	+1.7%

Table 2.12 - Trends in Binge Drinking in Past Month (At least 5+ drinks once in the past month)	6th	7th	8th	9th	10th	11th	12th
2015	0.3%	0.3%	1.4%	7.1%	6.3%	13.5%	11.2%
2017	0.3%	0.4%	2.9%	2.9%	9.3%	15.0%	13.6%
% Difference Since 2015	0.0%	+0.1%	+1.5%	-4.2%	+3.0%	+1.5%	+2.4%

Students Driving While Under the Influence of Alcohol:

Since the legal driving age in the state of Connecticut is a minimum of 16 years of age, results for driving under the influence of alcohol only includes students in grades 11 and 12.

7.1% of all students in grades 11-12 reported driving a vehicle while under the influence of alcohol at least once before in their lifetime; this is a 4.1% increase since 2015 and 2.9% decrease since 2013. There were no significant grade, race, or gender differences in the DUI rates, $p > .05$.

3.5% of students in grades 6-8 and 13.3% of students in grades 9-12 reported riding in a vehicle when the driving under the age of 21 had been drinking alcohol; these rates are relatively similar to 2015 rates (increasing by 0.5% for grades 6-8 and remaining the exact same rate for grades 9-12).

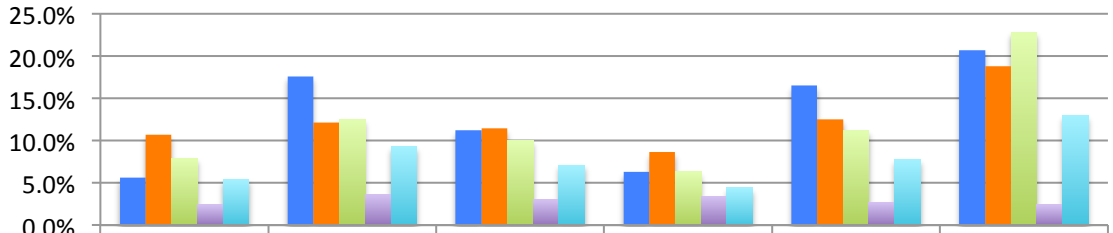
There were significant differences between grades 6-8 in percentages of students who rode as passengers in cars driven by individuals under the age of 21 who had recently been drinking, $\chi^2(2, N = 813) = 11.50, p < 0.05$; post-hoc analyses showed differences between grades 6 and 8, and between grades 7 and 8. There were also significant differences between grades 9-12 in percentages of students who rode as passengers in cars driven by individuals under the age of 21 who had recently been drinking, $\chi^2(3, N = 1055) = 15.32, p < 0.01$; post-hoc analyses showed differences between grades 9 and 11 and between grades 9 and 12. There were no race or gender differences among students in grades 6-8 or 9-12 for this question, $p > .05$.

Refer to Tables 2.13 and 2.14 and Figures 2.5 and 2.6 for current and past year trends.

Table 2.13 – Driving Under the Influence & Related Questions	Grades 6-12	Grades 6-8	Grades 9-12
% Driving Under the Influence (Grades 11-12 only)	-----	-----	7.1% (Grades 11-12)
% Rode in Vehicle with Drinking Driver under Age 21	9.1%	3.5%	13.3%

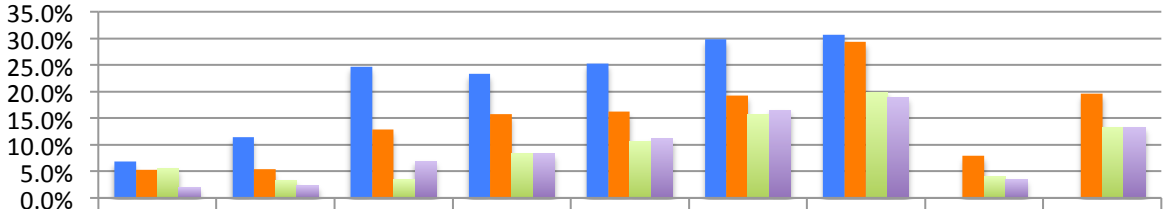
Table 2.14 – Grade Differences for DUI related questions	6th	7th	8th	9th	10th	11th	12th
% Driving Under the Influence (Grades 11-12 only)	-----	-----	-----	-----	-----	5.4%	9.3%
% Rode in Vehicle with Drinking Driver under Age 21	2.0%	2.3%	6.9%	8.3%	11.1%	16.5%	18.9%

Figure 2.5 - Driving Under the Influence: Year Trends



	Grade 11	Grade 12	Grades 11-12	Age 16	Age 17	Age 18
2009	5.6%	17.6%	11.2%	6.3%	16.5%	20.7%
2011	10.7%	12.1%	11.4%	8.6%	12.5%	18.8%
2013	7.9%	12.5%	10.0%	6.3%	11.2%	22.8%
2015	2.4%	3.6%	3.0%	3.4%	2.7%	2.4%
2017	5.4%	9.3%	7.1%	4.40%	7.80%	13.00%

Figure 2.6 - Year Trends in Percentage of Students Riding in Vehicle With Someone Under 21 Who Recently Had Been Drinking Alcohol



	6	7	8	9	10	11	12	Grades 6-8	Grades 9-12
2011	6.8%	11.4%	24.7%	23.3%	25.3%	29.8%	30.7%		
2013	5.3%	5.4%	12.9%	15.7%	16.2%	19.3%	29.3%	7.9%	19.6%
2015	5.5%	3.3%	3.4%	8.3%	10.7%	15.6%	19.9%	4.0%	13.3%
2017	2.0%	2.3%	6.9%	8.3%	11.1%	16.5%	18.9%	3.5%	13.3%

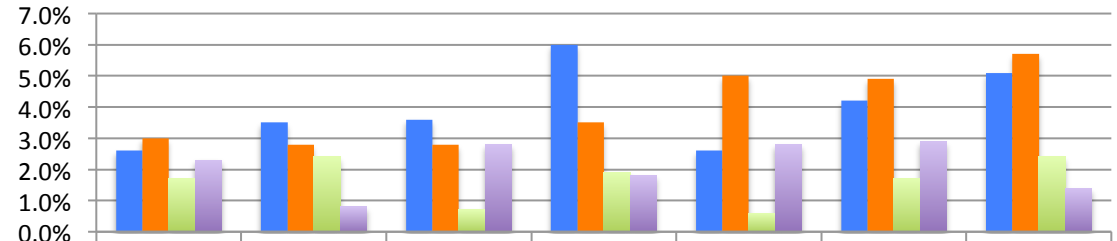
Underage Drinking Parties

Under Connecticut State Law it is illegal to provide alcohol to youth even on private property. 2.1% of students in grades 6-12 report that their parents have hosted an underage drinking party; these rates have increased only slightly since 2015. There were no gender differences among students in grades 6-8 or 9-12 for percentage of students having their parents host underage drinking parties, $p > .05$.

Refer to Table 2.15 and Table 2.7.

Table 2.15 – % Yes to Parents Hosting an Underage Drinking Party at Least Once Before	**Grades 6-12**	**Grades 6-8**	**Grades 9-12**
2013	4.0%	2.9%	4.7%
2015	1.7%	1.6%	1.8%
2017	2.1%	2.0%	2.3%

Figure 2.7 - Year Trends in Percentage of Students Whose Parents Have Hosted an Underage Drinking Party



	6	7	8	9	10	11	12
2011	2.6%	3.5%	3.6%	6.0%	2.6%	4.2%	5.1%
2013	3.0%	2.8%	2.8%	3.5%	5.0%	4.9%	5.7%
2015	1.7%	2.4%	0.7%	1.9%	0.6%	1.7%	2.4%
2017	2.3%	0.8%	2.8%	1.8%	2.80%	2.90%	1.40%

Part 2: Students' Perceptions of Alcohol Use

All students, including those who reported never drinking alcohol before, answered the following questions regarding students' perceptions of alcohol use, particularly regarding the risks of use, parental and friend disapproval, and perceived ease of obtaining alcohol.

Risks of Drinking Alcohol (5 or More Drinks, Once or Twice a Week)

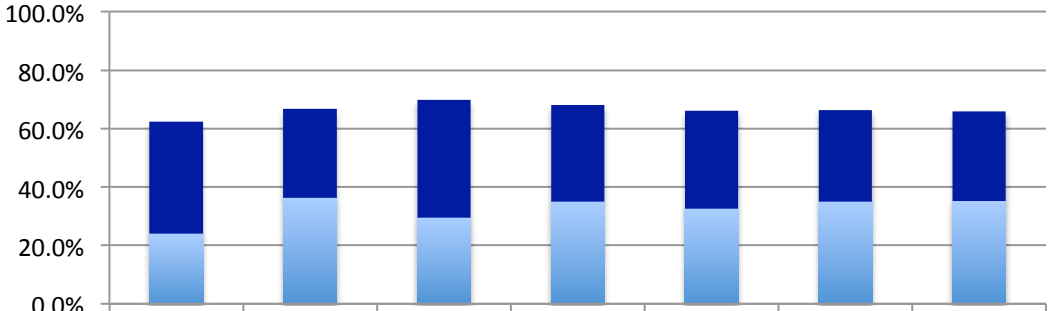
66.4% of students in grades 6-12 perceived that drinking 5 or more alcoholic beverages (beer, wine, or liquor) once or twice a week to be a "moderate" or "great" risk. Refer to Table 2.16.

Table 2.16	"Moderate Risk"	"Great Risk"	"Moderate Risk" or "Great Risk"
Grades 6-12	34.1%	32.4%	66.4%
Grades 6-8	36.3%	29.8%	66.1%
Grades 9-12	32.3%	34.4%	66.7%

There were no significant differences between grades 6-8 or grades 9-12 in the perception of having 5 or more alcoholic drinks once or twice a week being risky to one's health, $p > .05$. Refer to Table 2.17 and Figure 2.8.

Table 2.17: Grade Differences for Perceived Risk of Alcohol Use			
Grade	**Statistics**	**Significant (Y/N)**	**Post-hoc analyses ($p < .05$)**
6-8	$\chi^2(2, N = 807) = 3.55, p > 0.05$	N	n/a
9-12	$\chi^2(3, N = 1037) = 0.33, p > 0.05$	N	n/a

Figure 2.4 - "How much do you think people risk harming themselves physically or in other ways when they drink 5+ alcoholic beverages 1-2 times a week?"



	6	7	8	9	10	11	12
% moderate risk	38.3%	30.3%	40.3%	33.1%	33.6%	31.4%	30.7%
% great risk	24.0%	36.4%	29.6%	34.9%	32.5%	35.0%	35.1%

Gender differences were not found for perceived risk of alcohol use among students in grades 6-8, 9-12, or 6-12. Refer to Table 2.18 for more details.

Table 2.18 - Gender Differences in Perceived Risk of Alcohol Use				
Grade Levels	**Statistics**	**Significant (Y/N)**	**% Moderate/Great Risk by Gender**	
6-8	$\chi^2(1, N = 732) = 0.55, p > 0.05$	N	M: 68.5%	F: 66.0%
9-12	$\chi^2(1, N = 910) = 2.71, p > 0.05$	N	M: 64.9%	F: 70.0%
6-12	$\chi^2(1, N = 1642) = 0.53, p > 0.05$	N	M: 66.5%	F: 68.2%

There were no significant differences between race groups for perceived risk of alcohol use among students in grades 6-8 or 9-12, $p > .05$. Refer to Table 2.19.

2.19 - Race Differences for Perceived Risk of Alcohol Use, % Moderate/Great Risk	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
Grades 6-8	68.6%	66.7%	59.5%	63.8%
Grades 9-12	68.7%	52.3%	66.3%	62.1%

Parent/Guardian Disapproval of Drinking Alcohol:

89.9% of all students in grades 6-12 thought their parents felt it would be "wrong" or "very wrong" if they drank 1-2 drinks of an alcoholic beverage nearly every day. Refer to Table 2.20.

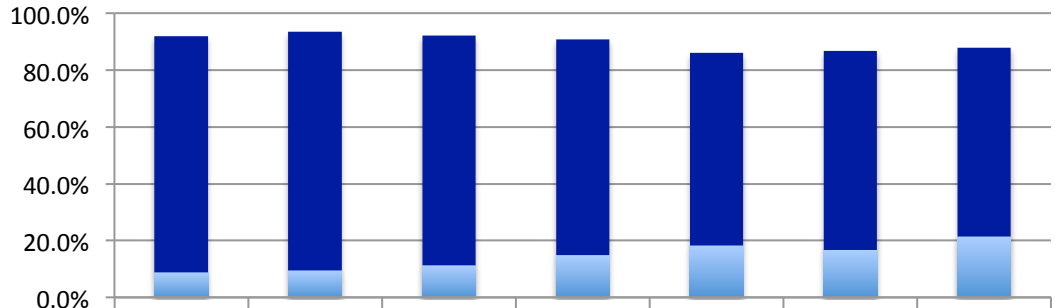
Table 2.20	"Wrong"	"Very Wrong"	"Wrong or Very Wrong"
Grades 6-12	14.1%	75.9%	89.9%
Grades 6-8	9.6%	82.9%	92.6%
Grades 9-12	17.5%	70.3%	87.9%

There were no significant differences between grades 6-8 or grades 9-12 in the perception of parental disapproval of student alcohol use, $p > .05$. Refer to Table 2.21 and Figure 2.5.

Table 2.21: Grade Differences for Parent Disapproval of Alcohol Use

Grade	Statistics	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	$\chi^2(2, N = 805) = 0.59, p > 0.05$	N	n/a
9-12	$\chi^2(3, N = 1036) = 3.35, p > 0.05$	N	n/a

Figure 2.5 - "How wrong do your parents feel it would be for you to have 1 or 2 drinks of an alcoholic beverage nearly every day?"



	6	7	8	9	10	11	12
% very wrong	83.3%	84.1%	80.9%	76.0%	67.8%	70.0%	66.5%
% wrong	8.7%	9.5%	11.2%	14.8%	18.2%	16.8%	21.4%

Gender differences were not found for perceived parental disapproval of student alcohol use among students in grades 6-12, 6-8, or 9-12. Refer to Table 2.22 for more details.

Table 2.22 - Gender Differences in Perceived Parent Disapproval of Youth Alcohol Use

Grade Levels	Statistics	Significant (Y/N)	% Wrong or Very Wrong by Gender	
6-8	$\chi^2(1, N = 729) = 0.30, p > 0.05$	N	M: 92.5%	F: 93.5%
9-12	$\chi^2(1, N = 910) = 0.89, p > 0.05$	N	M: 87.1%	F: 89.1%
6-12	$\chi^2(1, N = 1639) = 1.18, p > 0.05$	N	M: 89.5%	F: 91.1%

There were significant differences between race for perceived parental disapproval of youth alcohol use among students in grades 6-8, χ^2 (3, N = 802) = 10.71, $p < 0.05$. Post-hoc analyses show significant differences between White Non-Hispanic and Hispanic groups, $p < .05$. There were no significant differences between race groups for students in grades 9-12. Refer to Table 2.23.

Table 2.23– Race/Ethnicity Differences for Perceived Parental Disapproval of Youth Alcohol Use % Wrong/Very Wrong	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
Grades 6-8	94.1%	96.6%	86.6%	94.0%
Grades 9-12	89.7%	88.6%	84.1%	83.5%

Friend Disapproval of Drinking Alcohol:

75.8% of all students in grades 6-12 thought their friends felt it would be "wrong" or "very wrong" if they drank 1-2 drinks of an alcoholic beverage nearly every day. Refer to Table 2.24.

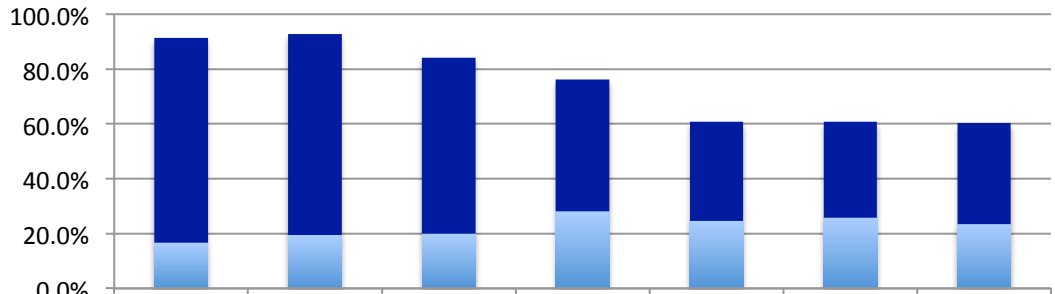
Table 2.24	"Wrong"	"Very Wrong"	"Wrong or Very Wrong"
Grades 6-12	22.5%	53.2%	75.8%
Grades 6-8	18.6%	71.1%	89.7%
Grades 9-12	25.6%	39.2%	64.9%

There were significant differences between grades 6-8 and grades 9-12 in the perception of friend disapproval of student alcohol use; friend disapproval decreased as grade level increased. Refer to Table 2.25 and Figure 2.6.

Table 2.25: Grade Differences for Friend Disapproval of Alcohol Use

Grade	Statistics	Significant (Y/N)	Post-hoc analyses (p< .05)
6-8	$\chi^2(2, N = 802) = 11.22, p < 0.01$	Y	6 and 8 7 and 8
9-12	$\chi^2(3, N = 1028) = 21.28, p < 0.001$	Y	9 and 10 9 and 11 9 and 12

Figure 2.6 - "How wrong do your friends feel it would be for you to have 1 or 2 drinks of an alcoholic beverage nearly every day?"



	6	7	8	9	10	11	12
% very wrong	74.6%	73.3%	64.3%	48.1%	36.0%	35.1%	36.8%
% wrong	16.7%	19.5%	19.9%	28.1%	24.7%	25.8%	23.5%

Significantly more females than males (in grades 9-12 and 6-12) reported having friends that felt it would be wrong or very wrong for them to drink 2 drinks of an alcoholic beverage nearly every day. Refer to Table 2.26.

Table 2.26- Gender Differences in Perceived Friend Disapproval of Youth Alcohol Use				
Grade Levels	**Statistics**	**Significant (Y/N)**	**% Wrong or Very Wrong by Gender**	
6-8	$\chi^2(1, N = 728) = 0.10, p > 0.05$	N	M: 91.0%	F: 90.3%
9-12	$\chi^2(1, N = 904) = 7.68, p < 0.05$	Y	M: 60.3%	F: 69.1%
6-12	$\chi^2(1, N = 1632) = 5.07, p < 0.05$	Y	M: 73.9%	F: 78.6%

There were significant race differences for perceived friend disapproval of youth alcohol use among students in grades 6-8, $\chi^2\ (3, N = 799) = 14.57, p < 0.05$. Post-hoc analyses show significant differences between White Non-Hispanic and Hispanic groups in the percentage friends see youth alcohol use as "wrong" or "very wrong", $p < .05$. Refer to Table 2.27.

Table 2.27– Race/Ethnicity Differences for Perceived Friend Disapproval of Youth Alcohol Use % Wrong or Very Wrong	**White Non-Hispanic**	**Black Non-Hispanic**	**Hispanic (Black, White, Native American, or Pacific Islander)**	**Other (Native American Asian/Pac. Islander & "Other")**
Grades 6-8	92.0%	100.0%	83.0%	86.7%
Grades 9-12	65.9%	72.7%	61.5%	62.0%

Disapproval of Peer Alcohol Use

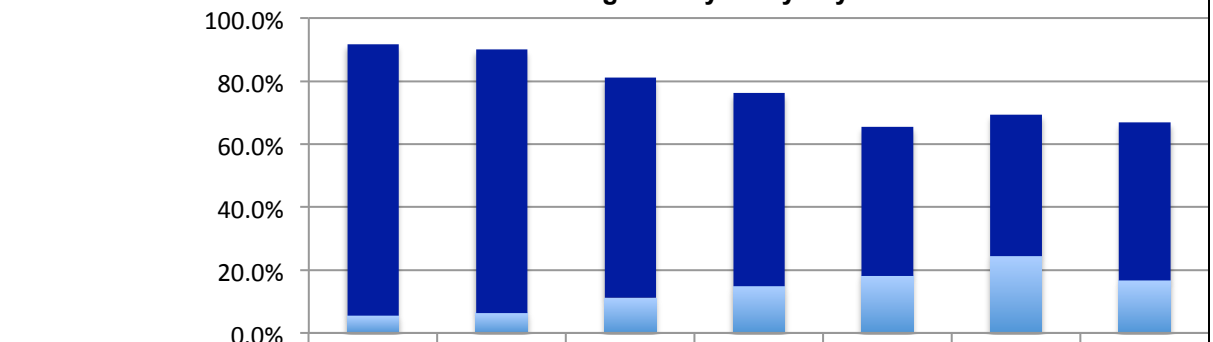
Students were asked how they felt about someone their age drink an alcoholic beverage (beer, wine, liquor) regularly. 77.7% of all students in grades 6-12 answered that they "somewhat disapproved" or "strongly disapproved" for someone their age having 1 or 2 drinks of alcohol nearly every day. Refer to Table 2.28.

Table 2.28	"Somewhat Disapprove"	"Strongly Disapprove"	"Somewhat or Strongly Disapprove"
Grades 6-12	13.7%	64.0%	77.7%
Grades 6-8	7.5%	80.4%	87.9%
Grades 9-12	18.6%	51.1%	69.7%

There were significant differences between grades 6-8 and 9-12 in the in the disapproval of peer alcohol use; friend disapproval decreased as grade level increased. Refer to Table 2.29 and Figure 2.7.

Table 2.29: Grade Differences for Disapproval of Peer Alcohol Use			
Grade	**Statistics**	**Significant (Y/N)**	**Post-hoc analyses ($p < .05$)**
6-8	$\chi^2(2, N = 799) = 25.95, p < 0.05$	Y	6 and 8 7 and 8
9-12	$\chi^2(3, N = 1024) = 28.48, p < 0.05$	Y	9 and 10 9 and 11

Figure 2.7 - "How do you feel about someone your age having 1 or 2 drinks of an alcoholic beverage nearly every day?"



	6	7	8	9	10	11	12
% strongly disapprove	86.3%	83.7%	70.0%	61.3%	47.4%	45.0%	50.3%
% somewhat disapprove	5.5%	6.4%	11.1%	14.9%	18.2%	24.4%	16.6%

There were significant gender differences for disapproval of peer alcohol use for students in grades 9-12 and 6-12; females reported higher rates of peer disapproval than males. Refer to Table 2.30.

Table 2.30 - Gender Differences in Disapproval of Peer Alcohol Use

Grade Levels	Statistics	Significant (Y/N)	% Strongly Disapprove by Gender	
6-8	$\chi^2(4, N = 728) = 9.26, p > 0.05$	N	M: 76.5%	F: 84.9%
9-12	$\chi^2(4, N = 900) = 15.51, p < 0.05$	Y	M: 47.9%	F: 55.1%
6-12	$\chi^2(4, N = 1628) = 21.36, p < 0.05$	Y	M: 60.7%	F: 68.4%

Perceived Availability of Alcohol

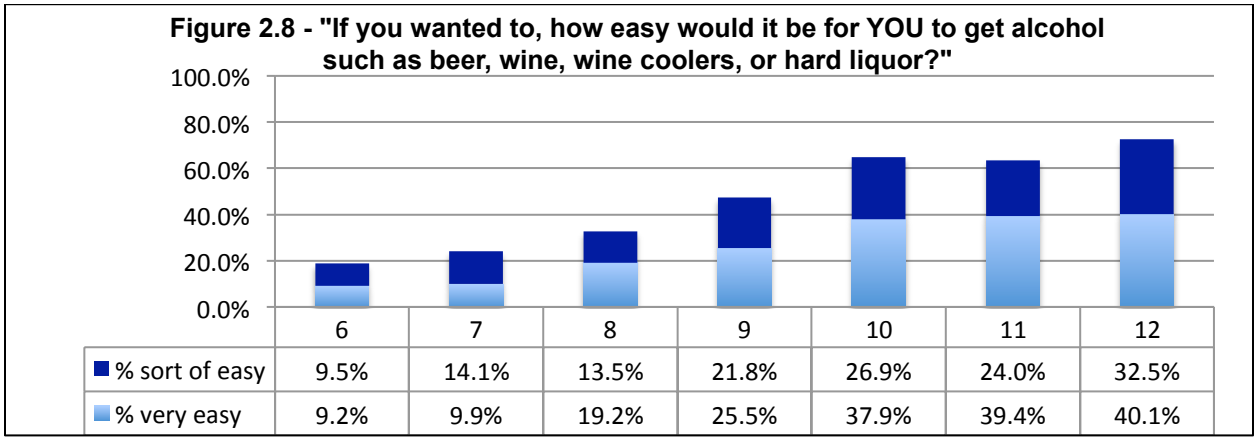
45.5% of all students in grades 6-12 felt that alcohol is "sort of easy" or "very easy" to obtain. Refer to Table 2.31 for perceived accessibility of alcohol by grades 6-12, 6-8, and 9-12.

Table 2.31	"Sort of Easy"	"Very Easy"	"Easy" or "Very Easy"
Grades 6-12	20.0%	25.5%	45.5%
Grades 6-8	12.3%	12.4%	24.7%
Grades 9-12	25.9%	35.4%	61.3%

There were significant differences between grades 6-8, and grades 9-12 in the in the disapproval of peer alcohol use. Refer to Table 2.32 and Figure 2.8.

Table 2.32: Grade Differences for Ease of Accessibility of Alcohol

Grade	Statistics	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	$\chi^2(6, N = 803) = 24.46, p < 0.001$	Y	6 and 8 7 and 8
9-12	$\chi^2(9, N = 1056) = 41.89, p < 0.001$	Y	9 and 10 9 and 11 9 and 12



There were significant gender differences for perceived ease of accessibility of alcohol in grades 9-12 and 6-12; males perceived alcohol as easier to obtain than females (Table 2.33).

Table 2.33 - Gender Differences in Disapproval Perceived Accessibility of Alcohol

Grade Levels	Statistics	Significant (Y/N)	% Very Easy by Gender	
6-8	$\chi^2(3, N = 727) = 3.59, p > 0.05$	N	M: 14.1%	F: 10.8%
9-12	$\chi^2(3, N = 926) = 10.55, p < 0.05$	Y	M: 40.8%	F: 30.6%
6-12	$\chi^2(3, N = 1653) = 12.11, p < 0.05$	Y	M: 29.1%	F: 21.9%

Section III: Marijuana Use and Perceptions of Use

Part 1: Marijuana Use

Marijuana Use Rates for 2017

14.0% of students in grades 6-12 reported using marijuana in the past month. Refer to Table 3.0.

Table 3.0 – Marijuana Use Rates	Grades 6-12	Grades 6-8	Grades 9-12
Past Month Use (used *at least once* in past 30 days)	14.0%	3.0%	22.6%
Frequent Use (used 6-9 Occasions or More)	7.7%	1.4%	12.7%

Marijuana Use Trends by Year:

Current past month marijuana use rates were very similar to 2015 rates, increasing only by 0.1% for students in grades 6-8 and increasing by 1.4% for students in grades 9-12. Refer to Figures 3.1 and 3.2.

Table 3.1 – Trends in Past Month Marijuana Use Rates by School	2005	2009	2011	2013	2015	2017	*% Difference Since 2015*
Grades 6-8	14.0%	5.1%	6.4%	3.9%	2.9%	3.0%	*+0.1%*
Grades 9-12	32.6%	26.2%	26.8%	29.3%	21.2%	22.6%	*+1.4%*

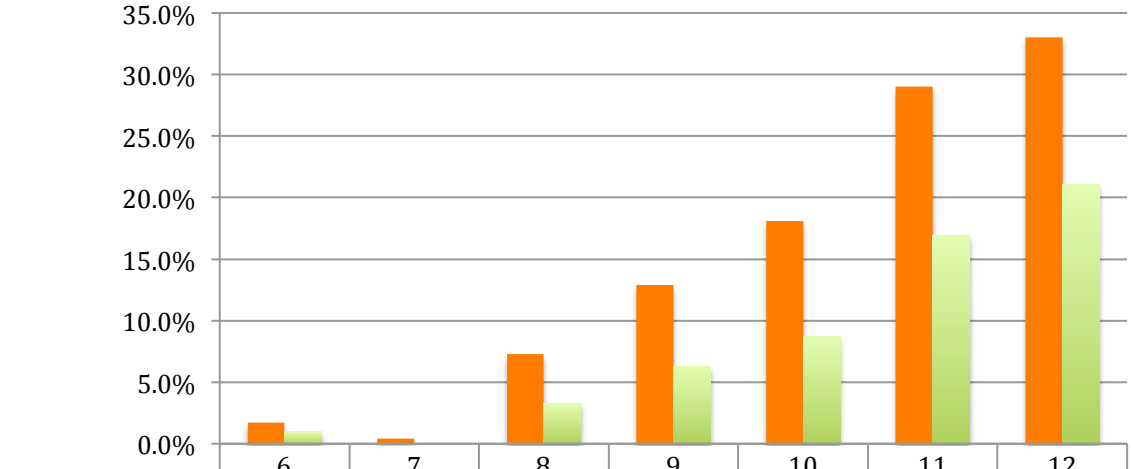
Table 3.2 – Trends in Past Month Marijuana Use Rates by Grade	6th	7th	8th	9th	10th	11th	12th
2009	-----	2.1%	7.6%	14.0%	22.3%	31.8%	37.3%
2011	2.7%	5.5%	13.2%	21.4%	26.0%	31.8%	34.4%
2013	1.0%	3.8%	6.6%	20.9%	29.5%	31.6%	36.7%
2015	0.7%	1.8%	6.4%	14.2%	17.0%	26.0%	28.4%
2017	1.7%	0.4%	7.3%	12.9%	18.1%	29.0%	33.0%
% Difference Since 2015	+1.0%	-1.4%	+0.9%	-1.3%	+1.1%	+3.0%	+4.6%
% Difference Since 2009	-----	*-1.7%*	*-0.3%*	*-1.1%*	*-4.2%*	*-2.8%*	*-4.3%*

2017 Marijuana Use Comparisons by Grade Level:

Refer to Table 3.3 and Figure 3.0 for a listing of the significant grade differences in past month marijuana use. To summarize, there were significant differences in past marijuana use between grades 6-8, and between grades 9-12.

Table 3.3 - Significant Grade Differences in Past Month Marijuana Use			
Grade Levels	**Statistics**	**Significant Differences (Y/N)**	**Post-hoc analyses ($p < .05$)**
6-8	$\chi^2(2, N = 808) = 2399, p < 0.001$	Y	6 and 8 7 and 8
9-12	$\chi^2(3, N = 1040) = 37.44, p < 0.001$	Y	9 and 11 9 and 12 10 and 11 10 and 12

Figure 3.0 - Marijuana Use by Grade



	6	7	8	9	10	11	12
past month use	1.7%	0.4%	7.3%	12.9%	18.1%	29.0%	33.0%
frequent use	1.0%	0.0%	3.3%	6.3%	8.7%	16.9%	21.1%

2017 Marijuana Use Comparisons by Gender:

There were no gender differences for past month marijuana use to report for students in grades 6-8, or 9-12, $p > .05$. Refer to Table 3.4.

Table 3.4- Significant Gender Differences in Past Month Marijuana Use

Grade Levels	Statistics	Significant (Y/N)	Rates by Gender
6-8	$\chi^2(1, N = 732) = 0.02, p > 0.05$	N	M: 2.8% F: 3.0%
9-12	$\chi^2(1, N = 910) = 0.00, p > 0.05$	N	M: 22.3% F: 22.3%
6-12	$\chi^2(1, N = 1642) = 0.00, p > 0.05$	N	M: 13.6% F: 13.7%

2017 Marijuana Use Comparisons by Race:

There were no significant race differences among students in grades 6-8, $c^2(3, N = 805) = 5.57, p > 0.05$, or grades 9-12, $c^2(3, N = 1037) = 4.31, p > 0.05$, for past month marijuana use rates. Refer to Table 3.5.

Table 3.5– Race/Ethnicity Differences for Past Month Marijuana Use	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
Grades 6-8	2.3%	0.0%	5.3%	3.5%`
Grades 9-12	21.5%	15.2%	25.4%	27.1%

Age of Onset for Marijuana Use:

Students that reported using marijuana at least once before were asked how old they were when they had marijuana for the first time. Refer to Table 3.6.

Table 3.6 – Age of Onset of Marijuana Use		2017
	Grades 6-12	13.7 yrs (n=342, *SD* = 1.9)
	Grades 6-8	12.4 yrs (n=26, *SD* = 2.5)
	Grades 9-12	13.8 yrs (n=316, *SD* = 1.6)

Part 2: Students' Perceptions of Marijuana Use

All students, including those who reported never using marijuana before, answered the following questions regarding students' perceptions of marijuana use, particularly regarding the risks of use, and parental and friend disapproval of use.

Risks of Using Marijuana 1-2 Times a Week

48.2% of students in grades 6-12 perceived that using marijuana 1 or 2 times a week to be a "moderate" or "great" risk. Refer to Table 3.7 for perceived risk by grades 6-12, 6-8, and 9-12.

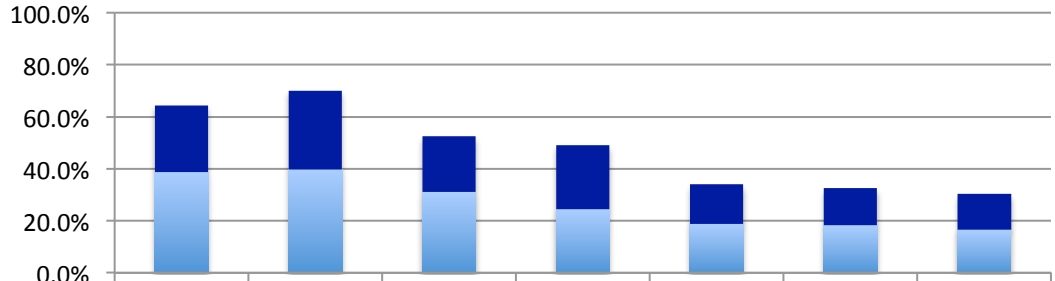
Table 3.7	"Moderate Risk"	"Great Risk"	"Moderate Risk" or "Great Risk"
Grades 6-12	21.0%	27.2%	48.2%
Grades 6-8	25.9%	36.7%	62.6%
Grades 9-12	17.1%	19.8%	36.9%

There were significant differences between grades 6-8 and grades 9-12 in the perception of regular marijuana use being risky to one's health. Overall, the perception that regular marijuana use is a "great risk" to one's health decreased with increased grade level. Refer to Table 3.8 and Figure 3.1.

Table 3.8: Grade Differences for Perceived Risk of Marijuana Use

Grade	Statistics	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	$\chi^2(2, N = 799) = 17.04, p < 0.001$	Y	6 and 8 7 and 8
9-12	$\chi^2(3, N = 1032) = 24.20, p < 0.001$	Y	9 and 10 9 and 11 9 and 12

Figure 3.1 - "How much do you think people risk harming themselves physically or in other ways when they use marijuana 1 or 2 times a week?



	6	7	8	9	10	11	12
% moderate risk	25.6%	30.4%	21.5%	24.5%	15.1%	14.3%	13.7%
% great risk	38.7%	39.6%	31.0%	24.5%	18.9%	18.3%	16.6%

Gender differences were found for perceived risk of marijuana use for students in grades 6-8, 9-12, and 6-12; males perceived regular marijuana use as less risky than females. Refer to Table 3.9 for more details.

Table 3.9 - Gender Differences in Perceived Risk of Marijuana Use

Grade Levels	Statistics	Significant (Y/N)	% Moderate/Great Risk by Gender	
6-8	$\chi^2(1, N = 725) = 7.86, p < 0.05$	Y	M: 58.9%	F: 68.9%
9-12	$\chi^2(1, N = 905) = 4.67, p < 0.05$	Y	M: 34.4%	F: 41.4%
6-12	$\chi^2(1, N = 1630) = 11.38, p < 0.05$	Y	M: 45.3%	F: 53.6%

There were no significant differences between race groups for perceived risk of marijuana use among students in grades 6-8, $\chi^2\ (3, N = 796) = 2.98, p > 0.05$, or grades 9-12, $\chi^2\ (3, N = 1029) = 1.08, p > 0.05$. Refer to Table 3.10.

Table 3.10 – Race Differences for Perceived Risk of Marijuana Use % Moderate/Great Risk	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
Grades 6-8	64.9%	63.3%	59.7%	57.4%
Grades 9-12	36.5%	31.8%	39.2%	38.6%

Parent/Guardian Disapproval of Using Marijuana:

84.1% of all students in grades 6-12 thought their parents/guardians felt it would be "wrong" or "very wrong" if they used marijuana. Refer to Table 3.10.

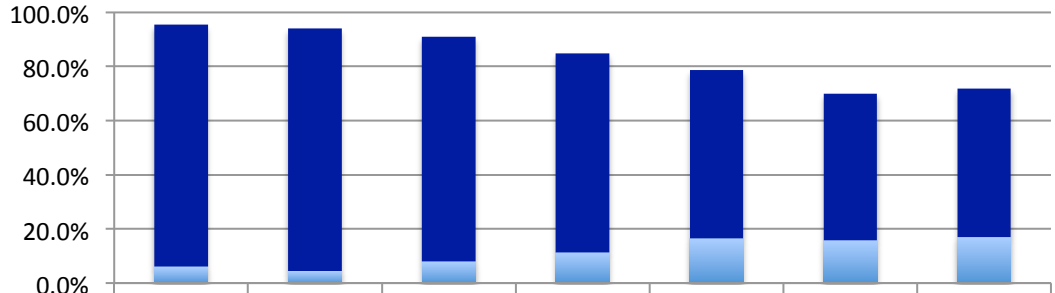
Table 3.10	"Wrong"	"Very Wrong"	"Wrong" or "Very Wrong"
Grades 6-12	11.1%	73.0%	84.1%
Grades 6-8	6.1%	87.5%	93.6%
Grades 9-12	15.0%	61.7%	76.7%

There were significant differences between grades 9-12 in perceived parent disapproval of using marijuana, but not between grades 6-8. Overall, parental disapproval of marijuana use decreased as grade level increased. Refer to Table 3.11 and Figure 3.2.

Table 3.11: Grade Differences for Perceived Parent Disapproval of Marijuana Use

Grade	Statistics	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	$\chi^2(2, N = 804) = 4.37, p > 0.05$	N	n/a
9-12	$\chi^2(3, N = 1036) = 20.36, p < 0.001$	Y	9 and 12

Figure 3.2 - "How wrong do your parents feel it would be for you to use marijuana?"



	6	7	8	9	10	11	12
% very wrong	89.3%	89.4%	83.1%	73.4%	62.2%	54.2%	54.9%
% wrong	6.0%	4.5%	7.9%	11.4%	16.4%	15.8%	17.0%

There were no significant gender differences for perceived parental disapproval of marijuana use for students in grades 6-8 or 9-12 but there were for grades 6-12; females reported higher parent disapproval than males. Refer to Table 3.12.

Table 3.12 - Gender Differences in Perceived Parental Disapproval of Marijuana Use

Grade Levels	Statistics	Significant (Y/N)	% Wrong / Very Wrong by Gender	
6-8	$\chi^2(1, N = 728) = 0.75, p > 0.05$	N	M: 93.0%	F: 94.6%
9-12	$\chi^2(1, N = 910) = 3.70, p > 0.05$	N	M: 74.7%	F: 80.0%
6-12	$\chi^2(2, N = 1638) = 4.25, p < 0.05$	Y	M: 82.8%	F: 86.5%

There were no race significant differences for perceived parental disapproval of marijuana use among students in grades 6-8 or 9-12, $p > 0.05$. Refer to Table 3.13.

Table 3.13 – Race Differences for Perceived Parental Disapproval of Marijuana Use % Wrong or Very Wrong	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
Grades 6-8	94.9%	96.6%	89.3%	92.2%
Grades 9-12	76.8%	77.3%	77.1%	76.3%

Friend Disapproval of Using Marijuana

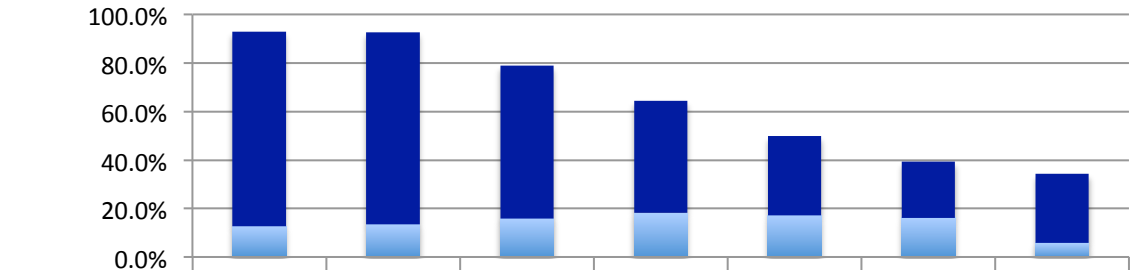
65.8% of all students in grades 6-12 thought their friends felt it would be "wrong" or "very wrong" if they used marijuana. Refer to Table 3.14.

Table 3.14	"Wrong"	"Very Wrong"	"Wrong" or "Very Wrong"
Grades 6-12	14.5%	51.4%	65.8%
Grades 6-8	13.9%	74.8%	88.7%
Grades 9-12	15.0%	33.0%	48.0%

There were significant differences between grades 6-8 and grades 9-12 in perceived friend disapproval of using marijuana. Overall, friend disapproval of marijuana use decreased as grade level increased. Refer to Table 3.15 and Figure 4.3.

Table 3.15: Grade Differences for Perceived Friend Disapproval of Marijuana Use			
Grade	Statistics	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	$\chi^2(2, N = 802) = 33.00, p < 0.001$	Y	6 and 8 7 and 8
9-12	$\chi^2(3, N = 1028) = 52.82, p < 0.001$	Y	9 and 10 9 and 11 9 and 12 10 and 12

Figure 3.3 - "How wrong do your friends feel it would be for you to use marijuana?"



	6	7	8	9	10	11	12
% very wrong	80.3%	79.4%	63.1%	46.3%	32.5%	23.2%	28.4%
% wrong	12.7%	13.4%	15.8%	18.1%	17.3%	16.2%	5.9%

There were no significant gender differences for perceived friend disapproval of marijuana use for students in grades 6-8, 9-12, or 6-12. Refer to Table 3.16.

Table 3.16- Gender Differences in Perceived Friend Disapproval of Marijuana Use				
Grade Levels	**Statistics**	**Significant (Y/N)**	**% Wrong / Very Wrong by Gender**	
6-8	$\chi^2(1, N = 728) = 1.11, p > 0.05$	N	M: 88.5%	F: 90.9%
9-12	$\chi^2(1, N = 904) = 1.62, p > 0.05$	N	M: 46.7%	F: 50.9%
6-12	$\chi^2(1, N = 1632) = 2.48, p > 0.05$	N	M: 65.2%	F: 68.8%

There were significant race differences for perceived friend disapproval of marijuana use among students in grades 6-8, $\chi^2(3, N = 799) = 19.11, p < 0.05$. Post-hoc analyses show higher rates of perceived friend disapproval for White Non-Hispanic compared to Hispanic students. There were no significant race differences between grades 9-12, $p > .05$. Refer to Table 3.17.

Table 3.17– Race Differences for Perceived Friend Disapproval of Marijuana Use % Wrong or Very Wrong	**White Non-Hispanic**	**Black Non-Hispanic**	**Hispanic (Black, White, Native American, or Pacific Islander)**	**Other (Native American Asian/Pac. Islander & "Other")**
Grades 6-8	91.6%	96.6%	79.6%	85.8%
Grades 9-12	48.3%	54.5%	46.7%	46.0%

Section IV: Prescription Drug Abuse and Students' Perceptions

Part 1: Prescription Drug Abuse

Prescription Drug Abuse Rates for 2017

3.6% of students in grades 6-12 reported abusing prescription drugs not prescribed to them *at least once before* in the past 30 days. Refer to Table 4.0.

Table 4.0 -Prescription Drug Abuse Rates	**Grades 6-12**	**Grades 6-8**	**Grades 9-12**
Past Month Use (Used *at least once* in past 30 days)	3.6%	1.5%	5.2%
Frequent Use (Used 6-9 occasions or more in past 30 days)	1.5%	0.4%	2.4%

Prescription Drug Abuse Trends by Year:

Prescription drug abuse rates have increased slightly (by less than 1%) for both middle and high school levels. Past month prescription drug abuse was not asked in survey years prior to 2013 (only lifetime rates were). Refer to Tables 4.1 and 4.2.

Table 4.1 – Trends in Past Month Prescription Drug Abuse Rates	**2013**	**2015**	**2017**	***% Difference Since 2015***
Grades 6-8	3.8%	1.4%	1.5%	*+0.1%*
Grades 9-12	12.1%	4.4%	5.2%	*+0.8%*

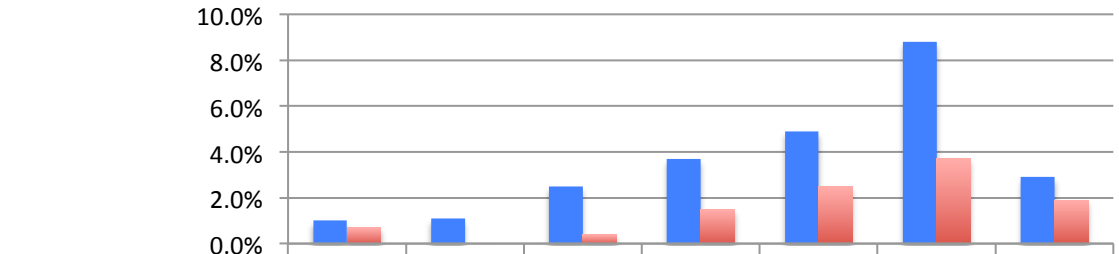
Table 4.2 – Trends in Past Month Prescription Drug Abuse Rates by Grade	6th	7th	8th	9th	10th	11th	12th
2013	3.3%	3.8%	4.1%	9.5%	11.8%	13.3%	14.2%
2015	0.7%	0.6%	3.1%	3.2%	3.5%	8.0%	2.4%
2017	1.0%	1.1%	2.5%	3.7%	4.9%	8.8%	2.9%
% Difference Since 2015	*+0.3%*	*+0.5%*	*-0.6%*	*+0.5%*	*+1.4%*	*+0.8%*	*+0.5%*

2017 Prescription Drug Abuse Comparisons by Grade Level:

There were significant differences between grades 9-12 for past month prescription drug abuse, $p < .05$; post-hoc analyses indicate an increase between grades 11-12. Refer to Table 4.3 and Figure 4.0 for percentages by grade level.

Table 4.3 - Significant Grade Differences in Past Month Prescription Drug Abuse			
Grade Levels	**Statistics**	**Significant Differences (Y/N)**	**Post-hoc analyses ($p < .05$)**
6-8	$\chi^2(2, N = 801) = 2.28, p < 0.05$	N	$p > .05$
9-12	$\chi^2(3, N = 1035) = 10.63, p < 0.05$	Y	11 and 12

Figure 4.0 - Past Month Prescription Drug Abuse Rates by Grade



	6	7	8	9	10	11	12
Past Month Use	1.0%	1.1%	2.5%	3.7%	4.9%	8.8%	2.9%
6-9 Occasions or More	0.7%	0.0%	0.4%	1.5%	2.5%	3.7%	1.9%

2017 Prescription Drug Abuse Comparisons by Gender:

There were no significant gender differences for prescription drug abuse for students in grades 6-8 or 9-12. Refer to Table 4.4.

Table 4.4- Significant Gender Differences in Past Month Prescription Drug Abuse			
Grade Levels	**Statistics**	**Significant (Y/N)**	**Rates by Gender**
6-8	$\chi^2(1, N = 726) = 0.34, p > 0.05$	N	M: 1.1% F: 1.6%
9-12	$\chi^2(1, N = 907) = 1.30, p > 0.05$	N	M: 5.8% F: 4.1%
6-12	$\chi^2(1, N = 1633) = 0.61, p > 0.05$	N	M: 3.7% F: 3.0%

2017 Prescription Drug Abuse Comparisons by Race:

There were no significant race differences among students in grades 6-8 or 9-12 for past month prescription drug abuse rates, $p > 0.05$. Refer to Table 4.5.

Table 4.5– Race Differences for Past Month Prescription Drug Abuse	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
Grades 6-8	1.6%	0.0%	2.7%	0.0%
Grades 9-12	4.0%	4.3%	9.3%	6.5% d

Age of Onset for Prescription Drug Abuse:

Students that reported using prescription drugs at least once before were asked how old they were when they had abused prescription drugs for the first time. Refer to Table 4.6.

Table 4.6 – Age of Onset of Prescription Drug Abuse	2017
Grades 6-12	13.0 yrs (n=113, *SD* = 2.4)
Grades 6-8	12.3 yrs (n=24, *SD* = 2.8)
Grades 9-12	13.2 yrs (n=89, *SD* = 2.3)

Part 2: Students' Perceptions of Prescription Drug Abuse

All students, including those who reported never abusing prescription drugs before, answered the following questions regarding students' perceptions of prescription drugs use, particularly regarding the risks of use, parental and friend disapproval of use.

Risks of Abusing Prescription Drugs

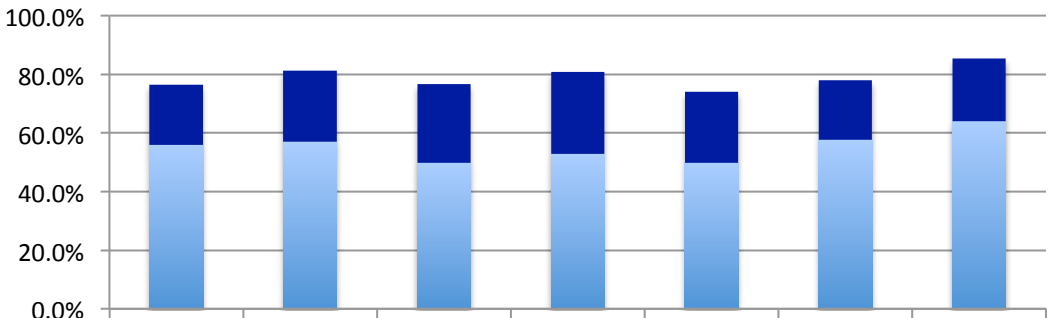
78.7% of students in grades 6-12 perceived that abusing prescription drugs 1 or 2 times a week to be a "moderate" or "great" risk. Refer to Table 4.7.

Table 4.7	"Moderate Risk"	"Great Risk"	"Moderate Risk" or "Great Risk"
Grades 6-12	23.7%	55.1%	78.7%
Grades 6-8	23.8%	54.5%	78.2%
Grades 9-12	23.6%	55.5%	79.1%

There were only significant differences in the perception of abusing prescription drugs being risky to one's health between grades 9-12. Refer to Table 4.8 and Figure 4.1.

Table 4.8: Grade Differences for Perceived Risk of Prescription Drug Abuse			
Grade	**Statistics**	**Significant (Y/N)**	**Post-hoc analyses ($p < .05$)**
6-8	$\chi^2(2, N = 800) = 2.41, p > .05$	N	n/a
9-12	$\chi^2(3, N = 1032) = 10.01, p < .05$	Y	10 and 12

Figure 4.1 - "How much do you think people risk harming themselves physically or in other ways (emotionally, financially, etc.) if they use prescription drugs that are not prescribed to them?"



	6	7	8	9	10	11	12
% moderate risk	20.5%	24.3%	26.8%	28.0%	24.2%	20.3%	21.5%
% great risk	56.0%	57.0%	49.8%	52.8%	49.8%	57.6%	63.9%

Gender differences were not found for perceived risk of prescription drug use for students in grades 6-8, 9-12, or 6-12. Refer to Table 4.9.

Table 4.9- Gender Differences in Perceived Risk of Prescription Drug Abuse

Grade Levels	Statistics	Significant (Y/N)	% Moderate/Great Risk by Gender	
6-8	$\chi^2(1, N = 725) = 0.23, p > 0.05$	N	M: 79.5%	F: 78.0%
9-12	$\chi^2(1, N = 906) = 3.45, p > 0.05$	N	M: 77.4%	F: 82.4%
6-12	$\chi^2(1, N = 1631) = 1.10, p > 0.05$	N	M: 78.3%	F: 80.4%

There were significant race differences for perceived risk of prescription drugs use among students in grades 6-8, $\chi^2(3, N = 797) = 8.92, p < 0.05$. However, post-hoc analyses did not show any significant differences between any pairings of the race groups. There were no differences between race groups for grades 9-12 for this question. Refer to Table 4.10.

Table 4.10 – Race Differences for Perceived Risk of Prescription Drug Abuse, % Moderate/Great Risk	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
Grades 6-8	81.3%	72.4%	72.0%	72.4%
Grades 9-12	81.3%	70.5%	76.6%	75.5%

Parent/Guardian Disapproval of Abusing Prescription Drugs:

93.0% of all students in grades 6-12 thought their parents felt it would be "wrong" or "very wrong" if they abused prescription drugs. Refer to Table 4.11.

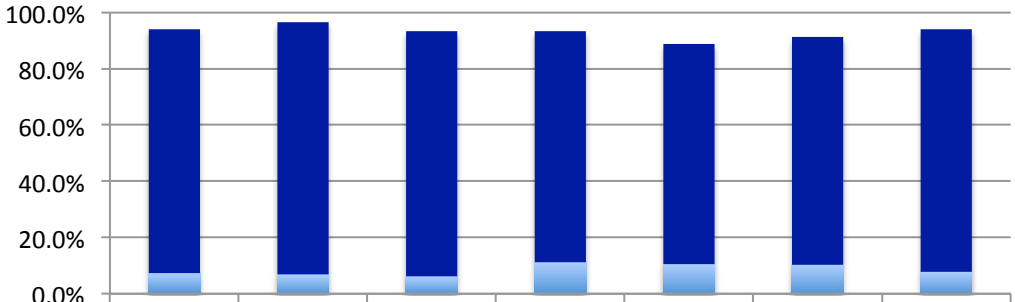
Table 4.11	"Wrong"	"Very Wrong"	"Wrong" or "Very Wrong"
Grades 6-12	8.6%	84.3%	93.0%
Grades 6-8	6.8%	87.9%	94.7%
Grades 9-12	10.1%	81.6%	91.7%

There were no significant differences in perceived parent disapproval of abusing prescription drugs between grades 6-8 or 9-12. See Table 4.12 and Figure 4.2.

Table 4.12: Grade Differences for Perceived Parental Disapproval of Prescription Drug Abuse

Grade	Statistics	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	$\chi^2(2, N = 803) = 2.98, p > .05$	N	n/a
9-12	$\chi^2(3, N = 1031) = 5.81, p > .05$	N	n/a

Figure 4.2 - "How wrong do your parents/guardians feel it would be for you to use prescription drugs that are not prescribed to you?"



	6	7	8	9	10	11	12
% Very Wrong	86.6%	89.7%	87.1%	82.2%	78.2%	80.9%	86.3%
% Wrong	7.4%	6.8%	6.2%	11.2%	10.5%	10.3%	7.8%

There were no significant gender differences for perceived parental disapproval of prescription drug abuse for students in grades 6-8, 9-12, or 6-12. Refer to Table 4.13.

Table 4.13- Gender Differences in Perceived Parental Disapproval of Prescription Drug Abuse

Grade Levels	Statistics	Significant (Y/N)	% Wrong / Very Wrong by Gender	
6-8	$\chi^2(1, N = 727) = 0.90, p > 0.05$	N	M: 95.8%	F: 94.3%
9-12	$\chi^2(1, N = 906) = 2.78, p > 0.05$	N	M: 90.2%	F: 93.2%
6-12	$\chi^2(1, N = 1633) = 0.67, p > 0.05$	N	M: 92.7%	F: 93.7%

There were significant differences between race for perceived parental disapproval of students' prescription drug abuse among students in grades 6-8, $\chi^2\ (3, N = 800) = 13.15, p < 0.05$. Post-hoc analyses show significant differences between White Non-Hispanic and Hispanic students in the perception that parents would think it "wrong or very wrong" for students to use prescription drugs not prescribed for them. There were no differences between race groups for grades 9-12 for this question. Refer to Table 4.14.

Table 4.14 – Race Differences for Perceived Parental Disapproval of Prescription Drug Abuse, % Wrong/Very Wrong	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
Grades 6-8	96.0%	96.6%	88.6%	95.7%
Grades 9-12	92.8%	88.4%	89.3%	90.6%

Friend Disapproval of Abusing Prescription Drugs:

85.7% of all students in grades 6-12 thought their friends felt it would be "wrong" or "very wrong" if they abused prescription drugs. Refer to Table 4.15.

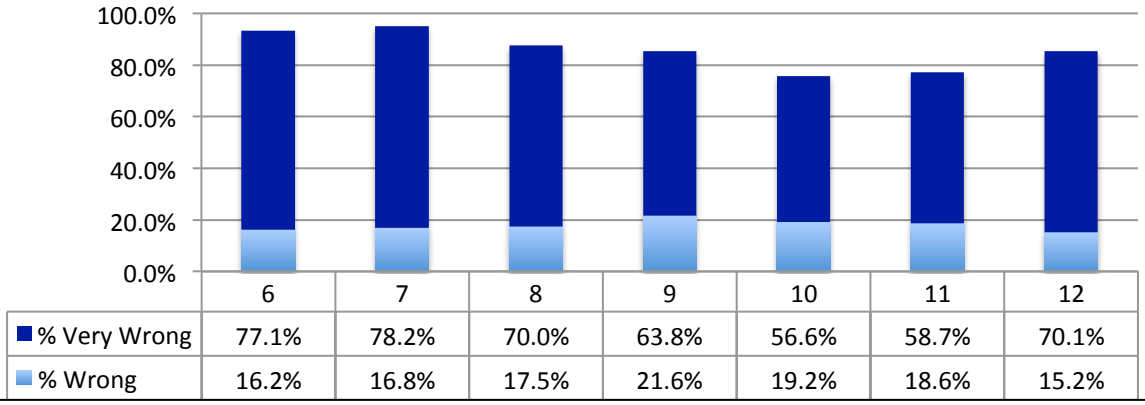
Table 4.15	"Wrong"	"Very Wrong"	"Wrong" or "Very Wrong"
Grades 6-12	18.0%	67.8%	85.7%
Grades 6-8	16.8%	75.3%	92.2%
Grades 9-12	18.8%	61.8%	80.7%

There were significant differences in perceived friend disapproval of abusing prescription drugs between grades 6-8, and between grades 9-12. Refer to Table 4.16 and Figure 4.3.

Table 4.16: Grade Differences for Perceived Friend Disapproval of Prescription Drug Abuse

Grade	Statistics	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	$\chi^2(2, N = 799) = 10.66, p < .05$	Y	7 and 8
9-12	$\chi^2(3, N = 1022) = 12.90, p < .05$	Y	9 and 10

Figure 4.3 - "How wrong do your friends feel it would be for you to use prescription drugs that are not prescribed to you?"



	6	7	8	9	10	11	12
% Very Wrong	77.1%	78.2%	70.0%	63.8%	56.6%	58.7%	70.1%
% Wrong	16.2%	16.8%	17.5%	21.6%	19.2%	18.6%	15.2%

There were significant gender differences for perceived friend disapproval of prescription drug abuse for students in grades 9-12; females perceived higher degrees of friend disapproval compared to males. Refer to Table 4.17.

Table 4.17- Gender Differences in Perceived Friend Disapproval of Prescription Drug Abuse

Grade Levels	Statistics	Significant (Y/N)	% Wrong / Very Wrong by Gender	
6-8	$\chi^2(1, N = 725) = 0.75, p > 0.05$	N	M: 94.1%	F: 92.5%
9-12	$\chi^2(1, N = 898) = 6.06, p < 0.05$	Y	M: 77.4%	F: 83.8%
6-12	$\chi^2(1, N = 1623) = 3.04, p > 0.05$	N	M: 84.8%	F: 87.7%

There were significant differences between race groups for perceived friend disapproval of prescription drug abuse among students in grades 6-8, χ^2 $(3, N = 796) = 10.74, p < 0.05$. Post-hoc analyses show significant differences in the perception that prescription drug abuse was "wrong or very wrong" between White Non-Hispanic and Hispanic students. There were no differences between race groups for grades 9-12 for this question. Refer to Table 4.18.

Table 4.18 – Race Differences for Perceived Friend Disapproval of Prescription Drug Abuse, % Wrong/Very Wrong	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
Grades 6-8	93.5%	100.0%	86.3%	92.0%
Grades 9-12	82.8%	84.1%	76.3%	74.5%

Section V: Heroin Use

Part 1: Heroin Use Rates

Heroin Use Rates for 2017

1.5% of students in grades 6-12 reported using heroin *at least once before* in the past 30 days. Refer to Figure 5.0.

Table 5.0 - Heroin Use Rates	Grades 6-12	Grades 6-8	Grades 9-12
Past Month Use (used *at least once* in past 30 days)	1.5%	0.5%	2.3%
Frequent Use (used 6-9 Occasions or More)	1.0%	0.5%	1.5%

Heroin Use Trends by Year:

Trends indicate a small increase in past month heroin use since 2015 among students in grades 6-8 and students in grades 9-12. Refer to Tables 5.1 and 5.2.

Table 5.1 – Heroin Use: Year Trends	2011	2013	2015	2017	*% Difference Since 2015*
Grades 6-8	4.5%	1.3%	0.1%	0.5%	*+0.4%*
Grades 9-12	9.3%	6.4%	1.0%	2.3%	*+1.3%*

Table 5.2 – Trends in Past Month Heroin Use Rates by Grade	6th	7th	8th	9th	10th	11th	12th
2011	2.9%	3.2%	6.9%	9.0%	7.3%	10.4%	11.1%
2013	0.7%	1.0%	1.6%	3.3%	3.9%	5.4%	9.1%
2015	0.0%	0.0%	0.3%	0.3%	1.3%	1.4%	0.8%
2017	1.0%	0.0%	0.4%	1.1%	2.1%	4.1%	1.9%
% Difference Since 2015	*+1.0%*	*0.0%*	*+0.1%*	*+0.8%*	*+0.8%*	*+2.7%*	*+1.1%*

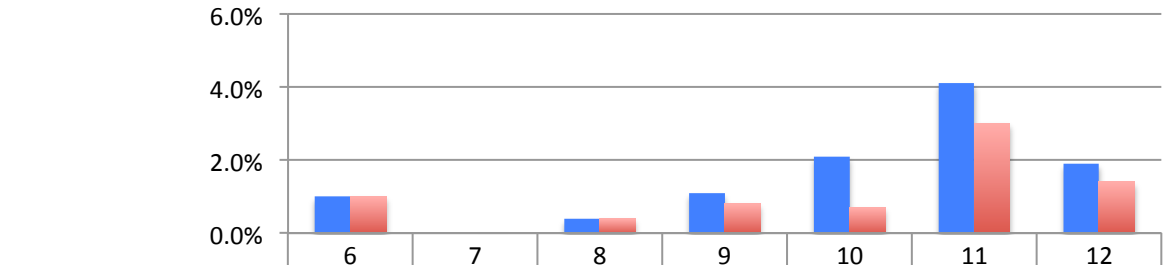
2017 Heroin Use Comparisons by Grade Level:

Refer to Table 5.3 and Figure 5.0 for a listing of the significant grade differences in past month heroin use. To summarize, there were no significant differences in past heroin use between grades 6-8 or 9-12.

Table 5.3 - Significant Grade Differences in Past Month Heroin Use

Grade Levels	Statistics	Significant Differences (Y/N)	Post-hoc analyses ($p < .05$)
6-8	$\chi^2(2, N = 788) = 2.84, p > 0.05$	N	n/a
9-12	$\chi^2(3, N = 1025) = 5.43, p > 0.05$	N	n/a

Figure 5.0 - Past Month Heroin Use Rates by Grade



	6	7	8	9	10	11	12
Past Month Use	1.0%	0.0%	0.4%	1.1%	2.1%	4.1%	1.9%
6-9 Occasions or More	1.0%	0.0%	0.4%	0.8%	0.7%	3.0%	1.4%

2017 Heroin Use Comparisons by Gender:

There were no significant gender differences for heroin use for students in grades 6-8, 9-12, or 6-12. Refer to Table 5.4.

Table 5.4- Significant Gender Differences in Past Month Heroin Use

Grade Levels	Statistics	Significant (Y/N)	Rates by Gender
6-8	$\chi^2(1, N = 713) = 0.32, p > 0.05$	N	M: 0.3% F: 0.6%
9-12	$\chi^2(1, N = 896) = 2.04, p > 0.05$	N	M: 2.9% F: 1.5%
6-12	$\chi^2(1, N = 1609) = 1.23, p > 0.05$	N	M: 1.8% F: 1.1%

2017 Heroin Use Comparisons by Race:

There were no significant race differences among students in grades 6-8 or 9-12 for past month heroin use rates, $p > .05$. Refer to Table 5.5.

Table 5.5– Race Differences for Past Month Heroin Use	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American, Asian/Pac. Islander & "Other")
Grades 6-8	0.2%	0.0%	2.0%	0.0%
Grades 9-12	1.6%	0.0%	4.1%	4.3%

Age of Onset for Heroin Use:

Students that reported using heroin at least once before were asked how old they were when they had used heroin for the first time. Refer to Table 5.6.

Table 5.6 – Age of Onset of Heroin Use		2017
	Grades 6-12	12.9 yrs (n=38, *SD* = 2.9)
	Grades 6-8	15.0 yrs (n=5, *SD* = 4.1)
	Grades 9-12	12.5 yrs (n=33, *SD* = 2.6)

Part 2: Students' Perceptions of Heroin Use

All students, including those who reported never using heroin before, answered the following questions regarding students' perceptions of heroin use, particularly regarding the risks of use, parental and friend disapproval of use.

Risks of Using Heroin 1-2 Times a Week

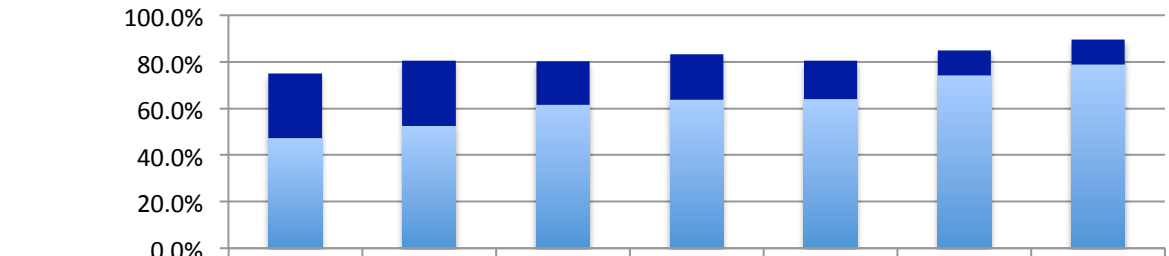
81.7% of students in grades 6-12 perceived that using heroin 1 or 2 times a week to be a "moderate" or "great" risk. Refer to Table 5.7.

Table 5.7	"Moderate Risk"	"Great Risk"	"Moderate Risk" or "Great Risk"
Grades 6-12	19.3%	62.4%	81.7%
Grades 6-8	25.2%	53.2%	78.5%
Grades 9-12	14.6%	69.6%	84.3%

There were significant differences in perceived risk of using heroin between grades 9-12, particularly increasing between grades 10 and 12. Refer to Table 5.8 and Figure 5.1.

Table 5.8: Grade Differences for Perceived Risk of Heroin Use			
Grade	**Statistics**	**Significant (Y/N)**	**Post-hoc analyses ($p < .05$)**
6-8	$\chi^2(2, N = 804) = 3.34, p > .05$	N	n/a
9-12	$\chi^2(3, N = 1029) = 7.84, p > .05$	Y	10 and 12

Figure 5.1 - "How much do you think people risk harming themselves physically or in other ways (emotionally, financially, etc.) if they used heroin once or twice a week?"



	6	7	8	9	10	11	12
% moderate risk	27.8%	28.1%	18.6%	19.6%	16.4%	10.9%	10.8%
% great risk	47.2%	52.5%	61.6%	63.8%	64.1%	74.1%	78.8%

Gender differences were found for perceived risk of heroin use among students in grades 9-12; females perceived heroin use as more risky than males. Refer to Table 5.9 for more details.

Table 5.9- Gender Differences in Perceived Risk of Heroin Use				
Grade Levels	Statistics	Significant (Y/N)	% Moderate/Great Risk by Gender	
6-8	$\chi^2(1, N = 730) = 0.92, p > 0.05$	N	M: 80.8%	F: 77.9%
9-12	$\chi^2(1, N = 903) = 5.11, p < 0.05$	Y	M: 82.1%	F: 87.5%
6-12	$\chi^2(1, N = 1633) = 0.79, p > 0.05$	N	M: 81.5%	F: 83.2%

There were significant race differences among students in grades 6-8, $\chi^2(3, N = 801) = 14.88, p < 0.01$, and grades 9-12, $\chi^2(3, N = 1026) = 9.99, p < 0.05$, for perceived risk of heroin use. For grades 6-8, post-hoc analyses showed significantly higher rates of perceived risk for "White Non-Hispanic" students compared to "Other" students. For grades 9-12, post-hoc analyses did not reveal significant differences between race groups. Refer to Table 5.10.

Table 5.10 – Race Differences for Perceived Risk of Heroin Use	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
Grades 6-8	82.6%	75.9%	72.8%	68.4%
Grades 9-12	86.9%	75.0%	79.8%	81.4%

Parent Disapproval of Using Heroin:

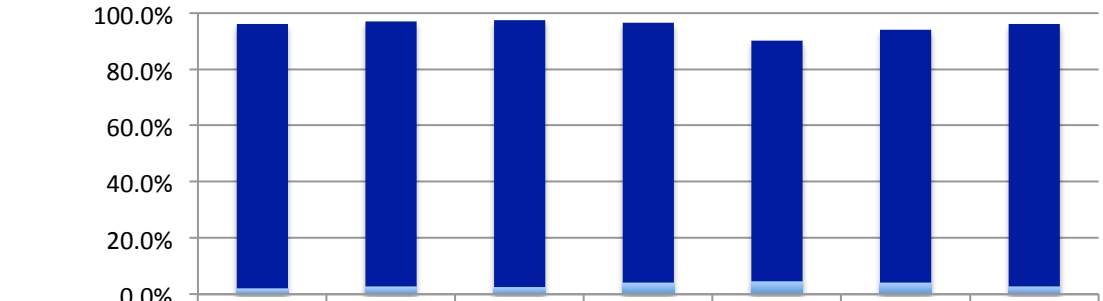
95.2% of all students in grades 6-12 thought their parents felt it would be "wrong" or "very wrong" if they used heroin. Refer to Table 5.11.

Table 5.11	"Wrong"	"Very Wrong"	"Wrong" or "Very Wrong"
Grades 6-12	3.3%	92.0%	95.2%
Grades 6-8	2.3%	94.4%	96.8%
Grades 9-12	4.0%	90.0%	94.0%

There were significant differences in perceived parent disapproval of heroin use between grades 9-12, particularly increasing between grades 9 and 10. Refer to Table 5.12 and Figure 5.2.

Table 5.12: Grade Differences for Perceived Parental Disapproval of Heroin Use			
Grade	Statistics	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	$\chi^2(2, N = 805) = 1.03, p > .05$	N	n/a
9-12	$\chi^2(3, N = 1030) = 11.59, p < .05$	Y	9 and 10

Figure 5.2 - "How wrong do your parents/guardians feel it would be for you to use heroin?"



	6	7	8	9	10	11	12
% Very Wrong	94.0%	94.3%	95.0%	92.3%	85.6%	90.0%	93.1%
% Wrong	2.0%	2.7%	2.5%	4.1%	4.6%	4.1%	2.9%

There were significant gender differences for perceived parental disapproval of heroin use for students in grades 9-12; females perceived higher parent disapproval of heroin use than males. Refer to Table 5.13.

Table 5.13- Gender Differences in Perceived Parent Disapproval of Heroin Use

Grade Levels	Statistics	Significant (Y/N)	% Wrong or Very Wrong by Gender	
6-8	$\chi^2(1, N = 729) = 0.08, p > 0.05$	N	M: 96.9%	F: 97.3%
9-12	$\chi^2(1, N = 906) = 4.72, p < 0.05$	Y	M: 92.2%	F: 95.6%
6-12	$\chi^2(1, N = 1635) = 3.93, p > 0.05$	N	M: 94.3%	F: 96.4%

There were significant race differences among students in grades 6-8 for perceived parent disapproval, $\chi^2(3, N = 802) = 10.38, p < 0.05$. Post-hoc analyses showed higher rates of parental disapproval among White Non-Hispanic students compared to Hispanic students. There were no significant race differences among students in grades 9-12 for this question. Refer to Table 5.14.

Table 5.14– Race Differences for Parental Disapproval of Heroin Use, % Wrong/Very Wrong	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
Grades 6-8	97.6%	100.0%	92.7%	97.4%
Grades 9-12	94.8%	93.2%	94.1%	90.6%

Friend Disapproval of Using Heroin

91.2% of all students in grades 6-12 thought their friends felt it would be "wrong" or "very wrong" if they used heroin. Refer to Table 5.15.

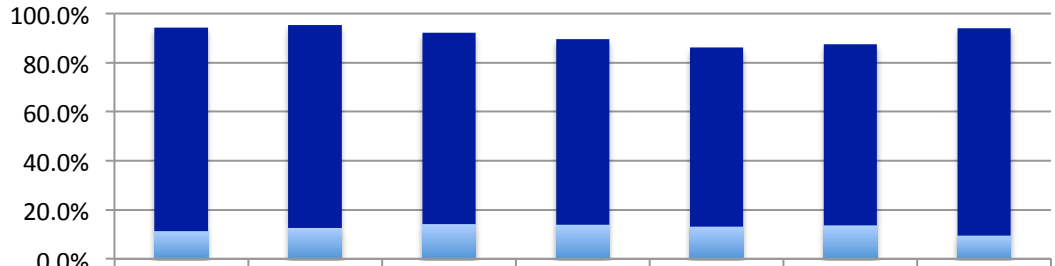
Table 5.15	"Wrong"	"Very Wrong"	"Wrong" or "Very Wrong"
Grades 6-12	12.7%	78.5%	91.2%
Grades 6-8	12.7%	81.3%	94.0%
Grades 9-12	12.7%	76.2%	88.9%

There were significant differences in perceived friend disapproval of heroin use between grades 9-12, increasing between grades 10 and 12. Refer to Table 5.16.

Table 5.16: Grade Differences for Perceived Friend Disapproval of Heroin Use

Grade	Statistics	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	$\chi^2(2, N = 800) = 2.53, p > .05$	N	n/a
9-12	$\chi^2(3, N = 1020) = 8.21, p < .05$	Y	10 and 12

Figure 5.3 - "How wrong do your friends feel it would be for you to use heroin?"



	6	7	8	9	10	11	12
% Very Wrong	82.9%	82.8%	77.9%	75.7%	73.0%	73.7%	84.6%
% Wrong	11.4%	12.6%	14.2%	13.9%	13.1%	13.7%	9.5%

There were significant gender differences for perceived friend disapproval of heroin use for students in grades 9-12; females perceived higher rates of friend disapproval compared to males. See Table 5.17.

Table 5.17- Gender Differences in Perceived Friend Disapproval of Heroin Use

Grade Levels	Statistics	Significant (Y/N)	% Moderate/Great Risk by Gender	
6-8	$\chi^2(1, N = 726) = 0.45, p > 0.05$	N	M: 94.6%	F: 95.7%
9-12	$\chi^2(1, N = 898) = 9.54, p < 0.05$	Y	M: 85.6%	F: 92.1%
6-12	$\chi^2(1, N = 1624) = 8.98, p < 0.01$	Y	M: 89.6%	F: 93.7%

There were significant race differences for perceived friend disapproval of heroin use among students in grades 6-8, $\chi^2(3, N = 797) = 23.81, p < 0.05$, and grades 9-12, $\chi^2(3, N = 1017) = 8.77, p < 0.05$. Among students in grades 6-8, post-hoc analyses showed higher rates of friend disapproval among White Non-Hispanic students compared to Hispanic students. Among students in grades 9-12, post-hoc analyses showed higher rates of friend disapproval among White Non-Hispanic students compared to "Other" students. Refer to Table 5.18.

Table 5.18– Race Differences for Friend Disapproval of Heroin Use, % Wrong/Very Wrong	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
Grades 6-8	96.5%	100.0%	86.3%	92.0%
Grades 9-12	90.6%	92.9%	87.0%	82.6%

Section VI: Gambling Behaviors and Perceptions of Gambling

Gambling was defined as risking money or something of value on an activity that has an uncertain outcome (e.g., poker, lottery, scratch-off tickets, sports betting, online bets).

Part 1: Gambling Rates

Gambling Rates for 2017

9.3% of students in grades 6-12 reported gambling *at least once before* in the past 30 days. Refer to Table 6.0.

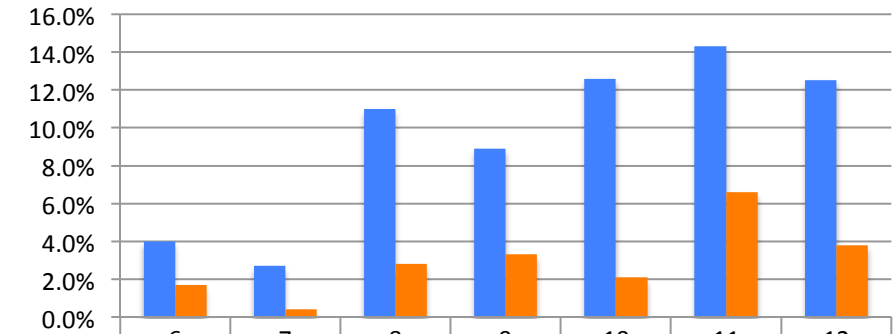
Table 6.0 - Gambling Rates	Grades 6-12	Grades 6-8	Grades 9-12
Past Month Gambling (gambled *at least once* in past 30 days)	9.3%	5.7%	12.1%
Frequent Gambling (gambled 6-9 Occasions or More)	2.9%	1.6%	4.0%

2017 Gambling Comparisons by Grade Level:

Refer to Table 6.1 and Figure 6.0 for a listing of the significant grade differences in past month gambling. To summarize, there were significant differences in past gambling between grades 6-8, but not between grades 9-12.

Table 6.1 - Significant Grade Differences in Past Month Gambling			
Grade Levels	**Statistics**	**Significant Differences (Y/N)**	**Post-hoc analyses ($p < .05$)**
6-8	$\chi^2(2, N = 807) = 18.79, p < 0.05$	Y	6 and 8 7 and 8
9-12	$\chi^2(3, N = 1035) = 4.01, p > 0.05$	N	n/a

Figure 6.0 - Gambling Rates by Grade Level



	6	7	8	9	10	11	12
Past Month Gambling	4.0%	2.7%	11.0%	8.9%	12.6%	14.3%	12.5%
Frequent Gambling (At least 6-9 times in past month)	1.7%	0.4%	2.8%	3.3%	2.1%	6.6%	3.8%

2017 Gambling Comparisons by Gender:

Significantly more males than females in grades 9-12 (and 6-12) gambled in the past month. See Table 6.2.

Table 6.2- Significant Gender Differences in Past Month Gambling			
Grade Levels	**Statistics**	**Significant (Y/N)**	**Rates by Gender**
6-8	$\chi^2(1, N = 731) = 3.56, p > 0.05$	N	M: 7.2% F: 4.0%
9-12	$\chi^2(1, N = 906) = 53.15, p < 0.05$	Y	M: 20.6% F: 4.6%
6-12	$\chi^2(1, N = 1637) = 51.01, p < 0.05$	Y	M: 14.6% F: 4.3%

2017 Gambling Comparisons by Race:

There were significant race differences among students in grades 9-12 for past month gambling rates, $\chi^2(3, N = 1033) = 10.83, p < 0.05$. Post-hoc analyses showed higher rates of past month gambling among "Other" students compared to "White Non-Hispanic" students. There were no race differences for past month gambling among students in grades 6-8, $p > .05$. Refer to Table 6.3.

Table 6.3– Race Differences for Past Month Gambling	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American, Asian/Pac. Islander & "Other")
Grades 6-8	6.1%	0.0%	5.4%	6.1%
Grades 9-12	10.1%	8.7%	14.5%	19.3%

Age of Onset for Gambling:

Students that reported using heroin at least once before were asked how old they were when they had used heroin for the first time. Refer to Table 6.4.

Table 6.4 – Age of Onset of Gambling		2017
	Grades 6-12	12.2 yrs (n=213, *SD* = 2.4)
	Grades 6-8	11.2 yrs (n=49, *SD* = 2.1)
	Grades 9-12	12.4 yrs (n=164, *SD* = 2.5)

Part 2: Students' Perceptions of Gambling

All students, including those who reported never gambling before, answered the following questions regarding students' perceptions of gambling, particularly regarding the risks of gambling, and parental and friend disapproval of gambling.

Risks of Gambling Once a Week or More

56.3% of students in grades 6-12 perceived gambling 1 or 2 times a week to be a "moderate" or "great" risk. Refer to Table 6.5.

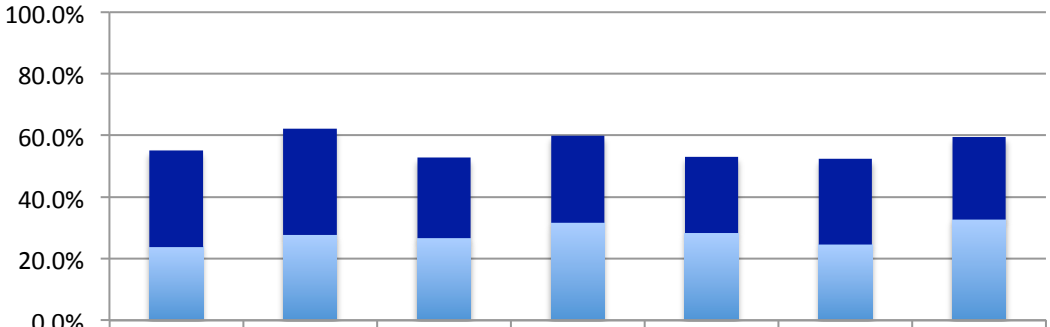
Table 6.5	"Moderate Risk"	"Great Risk"	"Moderate Risk" or "Great Risk"
Grades 6-12	27.7%	28.7%	56.3%
Grades 6-8	25.9%	30.8%	56.7%
Grades 9-12	29.1%	27.0%	56.0%

There were no significant differences in perceived risk of gambling once or twice a week. Refer to Table 6.6 and Figure 6.1.

Table 6.6: Grade Differences for Perceived Risk of Gambling

Grade	Statistics	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	$\chi^2(2, N = 800) = 4.97, p > .05$	N	n/a
9-12	$\chi^2(3, N = 1033) = 5.05, p > .05$	N	n/a

Figure 6.1 - "How much do you think people risk harming themselves physically or in other ways when they gamble something of value on an uncertain outcome once a week or more?"



	6	7	8	9	10	11	12
% great risk	31.2%	34.5%	26.1%	28.3%	24.8%	27.8%	26.7%
% moderate risk	23.8%	27.6%	26.6%	31.6%	28.3%	24.5%	32.7%

Gender differences were found for perceived risk of gambling among students in grades 9-12 and 6-12; more females perceived gambling as risky than males. Refer to Table 6.7 for more details.

Table 6.7- Gender Differences in Perceived Risk of Gambling

Grade Levels	Statistics	Significant (Y/N)	% Moderate/Great Risk by Gender	
6-8	$\chi^2(1, N = 725) = 1.06, p > 0.05$	N	M: 55.5%	F: 59.2%
9-12	$\chi^2(1, N = 906) = 11.78, p < 0.05$	Y	M: 50.8%	F: 62.1%
6-12	$\chi^2(1, N = 1631) = 10.54, p < 0.05$	Y	M: 52.9%	F: 60.8%

There were no significant race differences among students in grades 6-8 or 9-12 for perceived risk of gambling, $p > .05$. Refer to Table 6.8.

Table 6.8– Race Differences for Perceived Risk of Gambling, % Moderate/Great Risk	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
Grades 6-8	55.9%	51.7%	55.8%	60.9%
Grades 9-12	56.2%	43.2%	56.1%	59.7%

Parent Disapproval of Gambling:

82.4% of all students in grades 6-12 thought their parents felt it would be "wrong" or "very wrong" if they gambled something of value (money or possessions) on an uncertain outcome. Refer to Table 6.9.

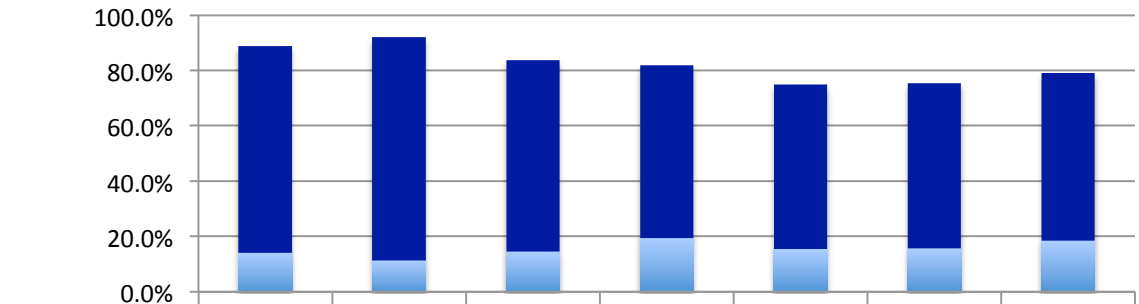
Table 6.9	"Wrong"	"Very Wrong"	"Wrong" or "Very Wrong"
Grades 6-12	15.4%	67.0%	82.4%
Grades 6-8	13.2%	75.2%	88.5%
Grades 9-12	17.1%	60.6%	77.7%

There were significant differences in perceived parent disapproval of gambling between grades 6-8 (but not 9-12), particularly decreasing between grades 7 and 8. Refer to Table 6.10 and Figure 6.2.

Table 6.10: Grade Differences for Perceived Parental Disapproval of Gambling

Grade	Statistics	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	$\chi^2(2, N = 804) = 8.47, p < .05$	Y	7 and 8
9-12	$\chi^2(3, N = 1033) = 5.10, p > .05$	N	n/a

Figure 6.2 - "How wrong do your parents/guardians feel it would be for you to gamble something of value on an uncertain outcome?"



	6	7	8	9	10	11	12
% Very Wrong	74.9%	80.7%	69.3%	62.6%	59.4%	59.6%	60.5%
% Wrong	14.0%	11.4%	14.5%	19.3%	15.4%	15.8%	18.5%

There were significant gender differences for perceived parental disapproval of gambling for students in grades 9-12; more females reported parent disapproval of gambling than males. Refer to Table 6.11.

Table 6.11- Gender Differences in Perceived Parent Disapproval of Gambling

Grade Levels	Statistics	Significant (Y/N)	% Wrong or Very Wrong by Gender	
6-8	$\chi^2(1, N = 729) = 1.13, p > 0.05$	N	M: 87.8%	F: 90.2%
9-12	$\chi^2(1, N = 906) = 32.22, p < 0.05$	Y	M: 70.2%	F: 85.8%
6-12	$\chi^2(1, N = 1637) = 27.58, p < 0.05$	Y	M: 78.0%	F: 87.8%

There were no significant race differences among students in grades 6-8 or 9-12 for perceived parent disapproval of youth gambling, $p > 0.05$. Refer to Table 6.12.

Table 6.12– Race Differences for Parental Disapproval of Gambling, % Wrong/Very Wrong	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
Grades 6-8	88.4%	96.6%	84.7%	91.3%
Grades 9-12	77.0%	77.3%	82.9%	74.5%

Friend Disapproval of Gambling

70.8% of all students in grades 6-12 thought their friends felt it would be "wrong" or "very wrong" if they gambled something of value (money or possessions) on an uncertain outcome. Refer to Table 6.13.

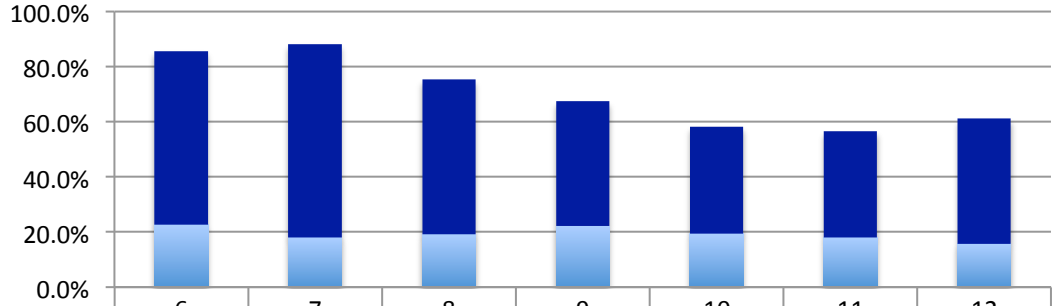
Table 6.13	"Wrong"	"Very Wrong"	"Wrong" or "Very Wrong"
Grades 6-12	19.5%	51.3%	70.8%
Grades 6-8	20.1%	63.3%	83.4%
Grades 9-12	19.0%	41.9%	60.9%

There were significant differences in perceived friend disapproval of gambling between grades 6-8. Refer to Table 6.14 and Figure 6.3.

Table 6.14: Grade Differences for Perceived Friend Disapproval of Gambling

Grade	Statistics	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	$\chi^2(2, N = 797) = 16.39, p < .05$	Y	6 and 8 7 and 8
9-12	$\chi^2(3, N = 1023) = 7.59, p > .05$	N	n/a

Figure 6.3 - "How wrong do your friends feel it would be for you to gamble something of value on an uncertain outcome?"



	6	7	8	9	10	11	12
% Very Wrong	63.0%	70.1%	56.1%	45.3%	38.9%	38.5%	45.3%
% Wrong	22.6%	18.0%	19.2%	22.1%	19.4%	18.1%	15.8%

There were significant gender differences for perceived friend disapproval of gambling for students in grades 9-12; friend disapproval of gambling was more prevalent among females compared to males. Refer to Table 6.15.

Table 6.15- Gender Differences in Perceived Friend Disapproval of Gambling				
Grade Levels	**Statistics**	**Significant (Y/N)**	**% Moderate/Great Risk by Gender**	
6-8	$\chi^2(1, N = 724) = 4.61, p < 0.05$	Y	M: 80.8%	F: 86.7%
9-12	$\chi^2(1, N = 900) = 46.90, p < 0.05$	Y	M: 49.4%	F: 71.7%
6-12	$\chi^2(1, N = 1624) = 45.13, p < 0.05$	Y	M: 63.3%	F: 78.5%

There were no significant race differences for perceived friend disapproval of gambling among students in grades 6-8 or 9-12 $p > .05$. Refer to Table 6.16.

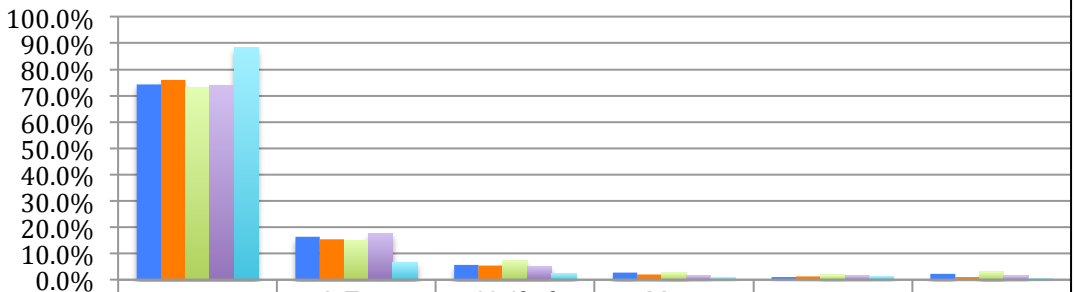
Table 6.16– Race Differences for Friend Disapproval of Gambling, % Wrong/Very Wrong	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
Grades 6-8	83.0%	89.7%	82.1%	85.0%
Grades 9-12	61.5%	63.6%	63.1%	54.4%

Section VII: Perception of Use

Students were asked to estimate how many of their peers used e-cigarettes, tobacco, prescription drugs, heroin, and marijuana (note that alcohol was not included in this series of questions).

Students in grades 6-8 tended to accurately estimate how many of their peers used various substances, as 73-89% of students estimated that e-cigarettes, tobacco, marijuana, prescription drugs and heroin were used by hardly any students (less than 10%) in the past month and the actual past month use rates 3% or less (Figure 7.0).

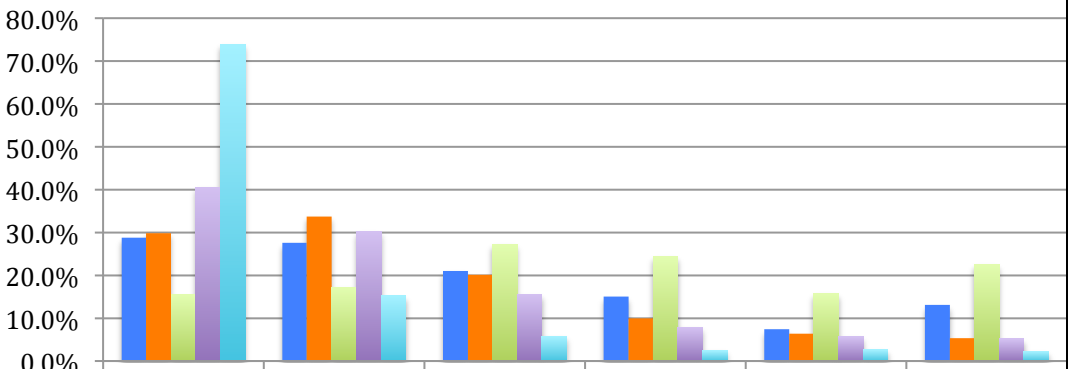
Figure 7.0: Perception of Peer Substance Use Among Students in Grades 6-8



	Hardly Any Students (<10%)	A Few Students (around 25%)	Half of students (around 50%)	Most students (around 75%)	Almost all students (>90%)	Actual Past Month Rate
E-Cigarettes	74.3%	16.3%	5.6%	2.8%	1.0%	2.3%
Tobacco Products	76.0%	15.3%	5.4%	2.0%	1.3%	0.9%
Marijuana or Hashish	73.2%	15.0%	7.2%	2.7%	1.9%	3.0%
Prescription Drugs	74.0%	17.7%	5.1%	1.6%	1.6%	1.5%
Heroin	88.5%	6.7%	2.5%	0.9%	1.4%	0.5%

Students in grades 9-12 tended to over estimate how many of their peers used various substances (Figure 7.1). For instance, more than half (67%) of students estimated that at least half or more of their peers used marijuana in the past month, even though the actual past month rate was 22.6%. 59% of students in grades 9-12 estimated that 25% or more of their peers abused prescription drugs, but the actual past month rate was 5.2%.

Figure 7.1: Perception of Peer Substance Use Among Students in Grades 9-12



	Hardly Any Students (<10%)	A Few Students (around 25%)	Half of students (around 50%)	Most students (around 75%)	Almost all students (>90%)	Actual Past Month Rate
E-Cigarettes	28.8%	27.6%	21.1%	15.1%	7.4%	13.1%
Tobacco Products	29.9%	33.7%	20.1%	9.9%	6.4%	5.4%
Marijuana or Hashish	15.5%	17.2%	27.3%	24.4%	15.7%	22.6%
Prescription Drugs	40.6%	30.2%	15.6%	7.9%	5.7%	5.2%
Heroin	73.9%	15.2%	5.8%	2.5%	2.7%	2.3%

Section VIII: School Environment

Part 1: Overall Percentages by School/Grade Ranges

Table 8.0 – % Most of the Time/Always for each of the following statements.	Grades 6-12	Grades 6-8	Grades 9-12
My school is a safe place.	76.0%	81.0%	72.1%
My school has a vision of what a safe school looks, feels and sounds like.	75.8%	80.4%	72.4%
Staff members support the values of a safe school.	78.0%	85.3%	72.4%
I feel accepted by students at my school.	67.7%	72.2%	64.3%
I feel accepted by adults at my school.	77.5%	84.7%	72.2%
My school is setting goals to improve the school climate.	66.7%	74.5%	60.8%
School rules are applied to me in a fair way.	76.5%	81.0%	73.2%

Table 8.0 (Continued)– % Most of the Time/Always for each of the following statements.	Grades 6-12	Grades 6-8	Grades 9-12
My school has rules/policies that help me improve as a student (% yes)	56.7%	62.2%	52.6%
My school has policies that help students who are struggling with their grades (academically)	74.9%	80.7%	70.5%
My school's rules and policies are firmly supported and followed to help all students succeed.	71.5%	81.4%	64.1%
Rules and policies in my school help me to learn in my classes.	67.2%	75.1%	61.3%
My school helps students who are struggling emotionally.	54.9%	68.8%	44.4%
The school leaders support an environment that helps students learn.	72.9%	81.9%	66.2%
In my school, I feel welcome.	68.5%	74.7%	63.8%
My school encourages me to treat people fairly.	78.8%	86.1%	73.3%
My parents/guardians think of my school as a positive place.	70.8%	76.1%	66.8%
I believe that everyone (students, teachers, administration, parents, etc.) is working together to improve the school environment.	62.0%	73.3%	53.5%

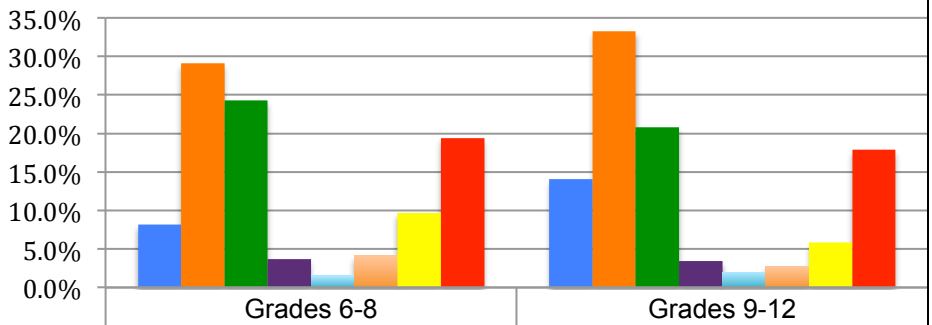
Students' responses to the school environment questions did not change substantially from their responses collected in 2015. Student perception that their school is a safe place has decreased by 6.3% for grades 6-8 and by 7.7% for grades 9-12. Student perception that the "school helps students who are struggling emotionally" has decreased by 3.1% for students in grades 6-8 and by 7.2% for students in grades 9-12. Student perception that school rules/policies help students improve (particularly if they are struggling academically) has also increased by around 5% for students in grades 9-12. Refer to Figure 8.1.

Table 8.1 – % Difference in "Most of Time/Always" since 2015 in School Environment Questions	Grades 6-8	Grades 9-12
My school is a safe place.	-6.3%	-7.7%
My school has a vision of what a safe school looks, feels and sounds like.	-4.0%	-2.4%
Staff members support the values of a safe school.	+0.3%	-7.8%
I feel accepted by students at my school.	-1.4%	-3.0%
I feel accepted by adults at my school.	+1.8%	-7.3%
My school is setting goals to improve the school climate.	-6.9%	-6.1%
School rules are applied to me in a fair way.	-1.6%	-4.8%
My school has rules/policies that help me improve as a student (% yes)	+2.3%	+4.9%
My school has policies that help students who are struggling with their grades (academically)	+2.5%	+5.1%

Table 8.1 (Continued)– % Difference in "Most of Time/Always" since 2015 in School Environment Questions	Grades 6-8	Grades 9-12
My school's rules and policies are firmly supported and followed to help all students succeed.	+5.3%	-1.9%
Rules and policies in my school help me to learn in my classes.	+4.0%	+2.5%
My school helps students who are struggling emotionally.	-3.1%	-7.2%
The school leaders support an environment that helps students learn.	+2.9%	-4.5%
In my school, I feel welcome.	+1.4%	-4.1%
My parents/guardians think of my school as a positive place.	-2.9%	-3.8%
I believe that everyone (students, teachers, administration, parents, etc.) is working together to improve the school environment.	2.4%	-1.0%

Students were asked as a follow-up to the question "School rules are applied to me in a fair way" to specify reasons for why they think school rules are not applied to them in a fair way (answer response option: school rules are applied to me fairly were removed from analyses below). The breakdown of responses is below in Figure 8.0. Besides "other" (which was typically a mixture of answer options, "gender/sexuality", "crowd/friends I hang out with", or "I don't know"), most students at each school think that rules are applied unfairly because of their grades, their appearance, or their race/ethnicity.

Figure 8.0: If school rules are not applied to me fairly, it is most often because of:



	Grades 6-8	Grades 9-12
my race/ethnicity	8.2%	14.1%
my grades	29.1%	33.3%
my appearance	24.3%	20.8%
my religion/faith	3.7%	3.4%
my neighborhood	1.5%	2.0%
amount of money my parents make	4.1%	2.7%
disability I have	9.7%	5.8%
other	19.4%	17.9%

Part 2: Differences by Grade Levels:

Table 8.2	6th	7th	8th	9th	10th	11th	12th
My school is a safe place.	90.5%	88.7%	61.4%	82.2%	62.3%	68.9%	75.7%
My school has a vision of what a safe school looks, feels and sounds like.	89.1%	84.6%	65.5%	83.9%	65.4%	66.1%	74.4%
Staff members support the values of a safe school.	91.1%	90.2%	72.9%	81.8%	64.3%	67.1%	77.5%
I feel accepted by students at my school.	78.7%	79.2%	56.2%	68.9%	58.9%	61.9%	68.2%
I feel accepted by adults at my school.	89.3%	89.0%	74.4%	79.2%	65.9%	67.5%	77.0%
My school is setting goals to improve the school climate.	81.3%	83.4%	57.0%	68.3%	55.1%	54.4%	66.4%
School rules are applied to me in a fair way.	87.1%	86.0%	68.3%	84.5%	67.8%	64.0%	77.5%
My school has rules/policies that help me improve as a student (% yes)	69.0%	69.2%	46.8%	61.0%	51.7%	47.0%	50.0%
My school has policies that help students who are struggling with their grades (academically)	89.1%	86.1%	64.7%	82.2%	70.4%	64.8%	62.8%
My school's rules and policies are firmly supported and followed to help all students succeed.	88.5%	89.8%	63.9%	76.4%	59.3%	59.9%	60.1%
Rules and policies in my school help me to learn in my classes.	82.6%	80.8%	59.3%	72.9%	56.7%	54.3%	61.3%
My school helps students who are struggling emotionally.	78.5%	78.7%	46.4%	56.9%	44.7%	30.4%	45.5%
The school leaders support an environment that helps students learn.	90.0%	90.1%	62.8%	77.9%	62.2%	57.8%	66.5%
In my school, I feel welcome.	82.0%	81.0%	58.9%	70.3%	57.4%	60.9%	67.1%
My school encourages me to treat people fairly.	90.8%	92.4%	73.5%	82.3%	64.5%	72.7%	73.5%
My parents/guardians think of my school as a positive place.	86.8%	81.6%	57.4%	77.2%	59.8%	61.4%	69.5%
I believe that everyone (students, teachers, administration, parents, etc.) is working together to improve the school environment.	81.3%	82.8%	53.4%	62.7%	50.2%	45.3%	56.5%

Part 3: Gender Differences for School Environment Questions

Gender difference statistics are only included for school environment questions that were significant among students in grades 6-8 and/or 9-12, $p < .05$.

Table 8.3- Gender Differences for "I feel accepted by students at my school"	Males % Always/ Most of the Time	Females % Always/ Most of the Time	Statistic (significant if $p < .05$)
Grades 6-8	77.9%	67.0%	$\chi^2(1, N = 743) = 11.06, p < .05$
Grades 9-12	72.3%	58.1%	$\chi^2(1, N = 961) = 21.15, p < .05$

Table 8.4- Gender Differences for "My school is setting goals to improve the school climate"	Males % Always/ Most of the Time	Females % Always/ Most of the Time	Statistic (significant if p < .05)
Grades 6-8	70.7%	78.4%	$\chi^2(1, N = 892) = 5.74, p < .05$
Grades 9-12	62.0%	61.1%	No Significance, $p > .05$

Table 8.5 Gender Differences for "My school has policies that help students who are struggling with their grades (academically)"	Males % Always/ Most of the Time	Females % Always/ Most of the Time	Statistic (significant if $p < .05$)
Grades 6-8	79.0%	82.8%	No Significance, $p > .05$
Grades 9-12	74.4%	68.0%	$\chi^2(1, N = 959) = 4.68, p < .05$

Table 8.6- Gender Differences for "My school helps students who are struggling emotionally"	Males % Always/ Most of the Time	Females % Always/ Most of the Time	Statistic (significant if $p < .05$)
Grades 6-8	72.6%	67.1%	No Significance, $p > .05$
Grades 9-12	52.1%	39.0%	$\chi^2(1, N = 953) = 16.42, p < .05$

Table 8.7- Gender Differences for "In my school, I feel welcome"	Males % Always/ Most of the Time	Females % Always/ Most of the Time	Statistic (significant if $p < .05$)
Grades 6-8	77.0%	74.1%	No Significance, $p > .05$
Grades 9-12	69.0%	60.3%	$\chi^2(1, N = 953) = 7.99, p < .05$

Table 8.8- Gender Differences for "My parents/guardians think of my school as a positive place"	Males % Always/ Most of the Time	Females % Always/ Most of the Time	Statistic (significant if $p < .05$)
Grades 6-8	81.1%	72.8%	$\chi^2(1, N = 741) = 7.27, p < .05$
Grades 9-12	68.9%	64.6%	No Significance, $p > .05$

Part 4: Race/Ethnicity Differences for School Environment Questions

Below are the race/ethnicity differences for students in grades 6-12 found for any of the school environment questions. If the statement is not included in Table 8.9, then no significant race/ethnicity differences were found, $p > .05$. Post-hoc differences are indicated in subscripts; matching subscript numbers between 2 races indicate those races were significantly different from each other.

Table 8.9 – Race Differences for School Environment Questions (Grades 6-12): % Always or Most of the Time	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American, and "Other")
I feel accepted by adults at my school. Grades 6-8: $\chi^2(3, N = 792) = 15.76, p < .05$ Grades 9-12: $\chi^2(3, N = 1085) = 11.74, p < .05$	87.9%[1] 75.3%[1]	80.0% 62.2%	74.6%[1] 64.6%[1]	85.2% 68.8%
School rules are applied to me in a fair way. Grades 6-8: $\chi^2(3, N = 812) = 5.71, p > .05$ Grades 9-12: $\chi^2(3, N = 1085) = 27.13, p < .05$	83.5% 76.8%[1, 2]	74.2% 51.1%[1,3]	77.3% 73.4%[3]	76.7% 61.0%[2]
My school has rules/policies that help me improve as a student (%yes) Grades 6-8: $\chi^2(3, N = 809) = 14.11, p < .05$ Grades 9-12: $\chi^2(3, N = 1084) = 17.71, p < .05$	64,6% 56.2%[1]	64.5% 45.7%	56.7% 50.6%	59.0% 39.0%[1]
Rules and policies in my school help me to learn in my classes. Grades 6-8: $\chi^2(3, N = 807) = 4.44, p > .05$ Grades 9-12: $\chi^2(3, N = 1084) = 14.52, p < .05$	75.9% 64.1%[1]	60.0% 39.1%[1]	76.5% 60.8%	72.6% 54.8%
The school leaders support an environment that helps students learn. Grades 6-8: $\chi^2(3, N = 802) = 4.83, p > .05$ Grades 9-12: $\chi^2(3, N = 1075) = 11.82, p < .05$	84.0% 69.5%[1]	74.2% 55.6%	80.5% 63.4%	76.9% 56.9%[1]
In my school, I feel welcome. Grades 6-8: $\chi^2(3, N = 810) = 11.38, p < .05$ Grades 9-12: $\chi^2(3, N = 1084) = 11.84, p < .05$	78.7%[1] 66.9%[1]	66.7% 45.7%[1]	69.1% 58.5%	67.2%[1] 61.8%
My school encourages me to treat people fairly. Grades 6-8: $\chi^2(3, N = 807) = 2.19, p > .05$ Grades 9-12: $\chi^2(3, N = 1084) = 9.21, p < .05$	87.2% 76.0%[1]	90.0% 67.4%	83.8% 70.5%	83.5% 65.1%[1]
My parents/guardians think of my school as a positive place. Grades 6-8: $\chi^2(3, N = 813) = 2.30, p > .05$ Grades 9-12: $\chi^2(3, N = 1086) = 12.10, p < .05$	76.9% 69.2%[1]	83.9% 48.9%[1]	73.0% 67.4%	73.9% 59.3%

Section IX: Bullying

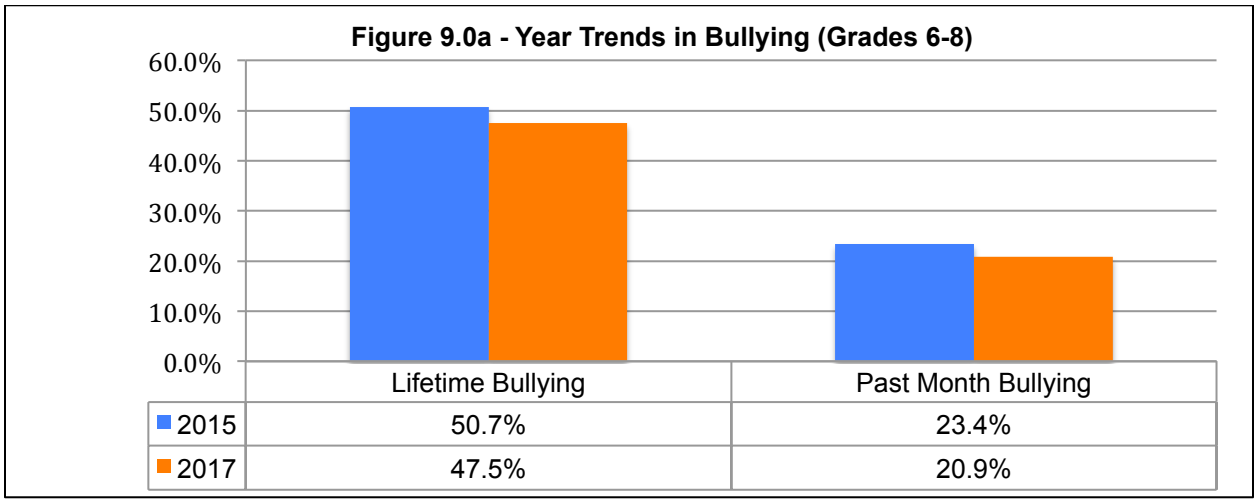
Bullying in this survey was defined as the following: "A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more persons, and he or she has difficulty defending himself or herself."

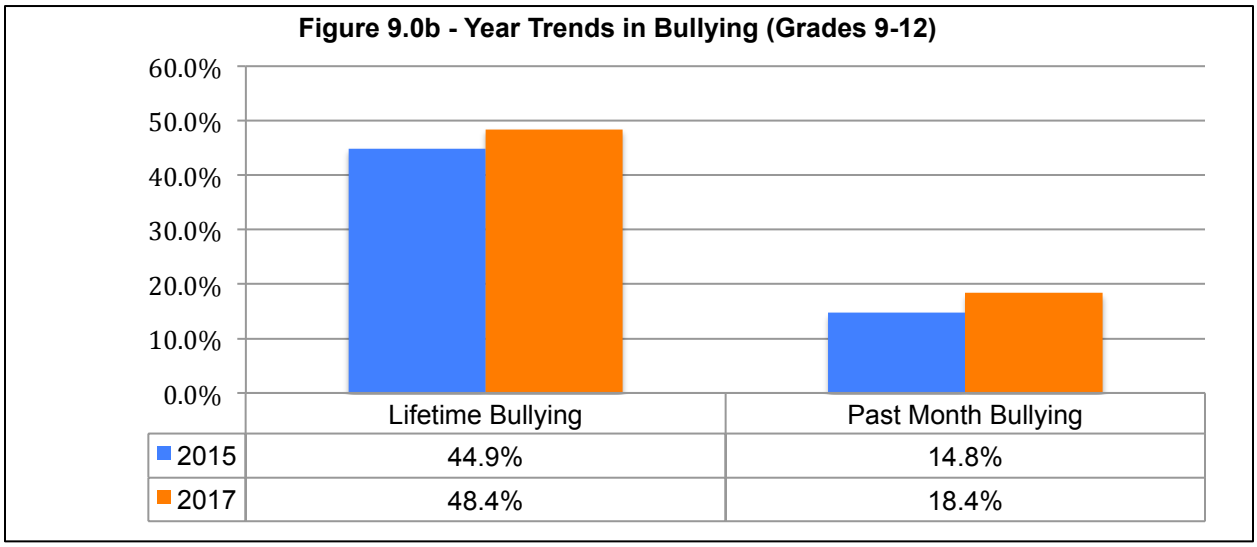
Frequency of Being Bullied at School:

20.9% of students in grades 6-8 and 18.4% of students in grades 9-12 reported being bullied at school in the past 30 days. Refer to Table 9.0.

Table 9.0 – Bullying Frequency	Grades 6-12	Grades 6-8	Grades 9-12
Bullied at Least Once Before	48.0%	47.5%	48.4%
Bullied at Least Once in the Past 30 Days	19.5%	20.9%	18.4%
Bullied Frequently or Almost Every Day in the Past 30 Days	6.3%	6.6%	6.0%

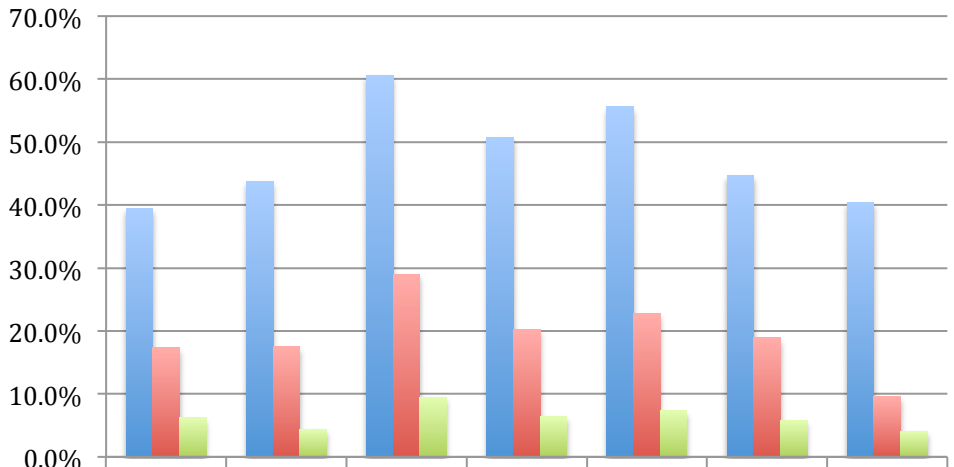
Lifetime and past month bullying has decreased slightly (<5%) for students in grades 6-8 and has increased slightly (<5%) for students in grades 9-12. Refer to Figures 9.0a & 9.0b.





Past month bullying rates were significantly different between grades 6-8, $\chi^2(2, N = 782) = 13.70, p < .05$, and between grades 9-12, $\chi^2(3, N = 1061) = 15.40, p < .05$. Post-hoc analyses show significant differences between grades 6 and 8, 7 and 8, 9 and 12, 10 and 12, and 11 and 12. Refer to Figure 9.1.

Figure 9.1 - Bullying Frequency by Grade Level



	6	7	8	9	10	11	12
Lifetime Bullying	39.4%	43.7%	60.6%	50.7%	55.6%	44.7%	40.4%
Past Month Bullying	17.3%	17.5%	29.0%	20.2%	22.7%	18.9%	9.6%
Frequent/Daily Bullying	6.2%	4.4%	9.5%	6.4%	7.3%	5.8%	4.1%

Significantly more females (23.5%) than males (15.9%) in grades 6-8 reported having been bullied at least once in the past month, $\chi^2(1, N = 710) = 6.40, p < .05$. There were no significant differences in past month bullying between males (15.3%) and females (19.4%) among students in grades 9-12, $p > .05$.

There were no significant race differences in frequency of past month bullying among students in grades 6-8 or 9-12, $p > .05$.

Types of Bullying

Students were asked to respond "yes" or "no" specifying in what manner they were bullied in the past 30 days. Refer to Table 9.1 for differences by school and all grade levels.

Note that there are two sets of percentages included for each type of bullying. The percentage contained *outside* the parentheses are for types of bullying are out of all students, rather than only out of those students who reported being bullied at least once before. This is because the given definition of bullying was "a person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more persons, and he or she has difficulty defending himself or herself" and it is possible that some do not initially perceive the types of bullying listed below as actual bullying events or perhaps they did not think of these bullying incidents initially when answering the first bullying question. However, in certain cases, it is interesting to see the percentages only out of those students who reported being bullied at least once before (with the given definition); thus, the percentages displayed *within* the parentheses are calculated out of *only* the students who reported being bullied at least once before in their lifetime. This is a smaller subset of the sample, making it more typical to result in higher percentages.

Table 9.1 – In the past 30 days, I have been bullied in the following ways (% yes):	Grades 6-12:	Grades 6-8:	Grades 9-12:
Being left out, excluded or ignored by other students	42.4% (70.8%)	41.0% (67.6%)	43.4% (73.2%)
Hit, kicked, pushed, shoved, or locked indoors	15.6% (26.9%)	19.1% (32.4%)	12.9% (22.8%)
Other students spread lies or rumors about me	38.4% (64.3%)	39.2% (65.7%)	37.8% (63.4%)
Had money or things taken away from me or damaged	12.3% (19.9%)	9.8% (15.4%)	14.2% (23.2%)
Threatened or forced to do things I didn't want to	11.4% (20.7%)	12.1% (21.0%)	10.8% (20.6%)
With mean names / comments about my race	18.5% (31.0%)	16.7% (27.3%)	19.9% (33.7%)
With mean names / comments with a sexual meaning	18.4% (33.3%)	14.9% (27.5%)	21.0% (37.6%)

Refer to Table 9.2 for grade differences (noted when significant differences exist). Note that these statistical analyses and percentages presented are calculated out of all students.

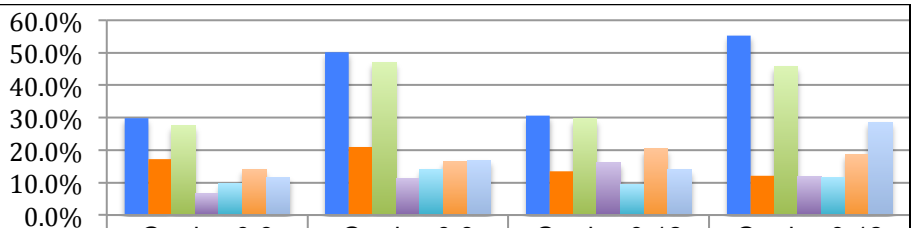
Table 9.2- Grade Differences in Bullying Type (% yes)	6th	7th	8th	9th	10th	11th	12th
Being left out, excluded or ignored by other students Grades 6-8: $\chi^2(2, N = 796) = 12.16$, $p < .05$ (Post-hoc differences between grades 6 & 8, grade 7 & 8)	35.8%	38.4%	50.0%	46.8%	46.6%	40.6%	38.7%
Hit, kicked, pushed, shoved, or locked indoors, $p > .05$	19.1%	16.9%	21.4%	15.4%	15.2%	11.7%	8.1%
Other students spread lies or rumors about me Grades 6-8: $\chi^2(2, N = 799) = 21.92$, $p < .05$ (Post-hoc differences between grades 6 & 7, grade 6 & 8)	29.8%	40.5%	49.4%	38.5%	39.9%	37.2%	34.6%
Had money or things taken away from me or damaged Grades 6-8: $\chi^2(2, N = 792) = 6.09$, $p < .05$ (Post-hoc differences not significant). Grades 9-12: $\chi^2(3, N = 1045) = 9.40$, $p < .05$ (Post-hoc differences between grades 10 & 11)	8.1%	7.9%	13.6%	14.1%	19.4%	11.0%	11.8%
Threatened or forced to do things I didn't want to Grades 6-8: $\chi^2(2, N = 791) = 9.36$, $p < .05$ (Post-hoc differences between grades 7 & 8)	11.4%	8.3%	17.2%	8.5%	14.7%	11.4%	8.2%
With mean names or comments about my race.	15.2%	14.8%	20.3%	21.1%	24.7%	17.2%	15.6%
With mean names or comments with a sexual meaning. Grades 6-8: $\chi^2(2, N = 792) = 18.21$, $p < .05$ (Post-hoc differences between grades 6 & 8, grade 7 & 8)	10.8%	12.3%	23.1%	21.1%	23.8%	20.7%	17.7%

Please refer to Table 9.3 for a summary of gender differences. Statistics are only provided when differences are statistically significant, $p < .05$. Note that these statistical analyses and percentages presented are calculated out of all students, not out of only those who reported yes to the original lifetime bullying question. Please refer to Figure 9.2 for a graph of percentages showing gender differences.

Table 9.3- Gender Differences in Types of Bullying Questions

Question	Grade Levels	Statistics	Significant (Y/N)
Being left out, excluded or ignored by other students	6-8	$\chi^2(1, N = 725) = 30.70, p < 0.05$	Y
	9-12	$\chi^2(1, N = 928) = 57.82, p < 0.05$	Y
Hit, kicked, pushed, shoved, or locked indoors	6-8	$p > 0.05$	N
	9-12	$p > 0.05$	N
Other students spread lies or rumors about me	6-8	$\chi^2(1, N = 726) = 29.29, p < 0.05$	Y
	9-12	$\chi^2(1, N = 930) = 25.67, p < 0.05$	Y
Had money or things taken away from me or damaged	6-8	$\chi^2(1, N = 720) = 5.00, p < 0.05$	Y
	9-12	$p > 0.05$	N
Threatened or forced to do things I didn't want to	6-8	$p > 0.05$	N
	9-12	$p > 0.05$	N
With mean names / comments about my race	6-8	$p > 0.05$	N
	9-12	$p > 0.05$	N
With mean names / comments with a sexual meaning	6-8	$p > 0.05$	N
	9-12	$\chi^2(1, N = 921) = 29.21, p < 0.05$	Y

Figure 9.2 - Types of Bullying by Gender, Grades 6-8 and 9-12



	Grades 6-8 Male	Grades 6-8 Female	Grades 9-12 Male	Grades 9-12 Female
Being left out, excluded or ignored by other students	29.9%	50.1%	30.6%	55.3%
Hit, kicked, pushed, shoved, or locked indoors	17.2%	21.0%	13.4%	12.1%
Other students spread lies or rumors about me	27.5%	46.9%	29.6%	45.7%
Had money or things taken away from me or damaged	6.6%	11.4%	16.1%	11.9%
Threatened or forced to do things I didn't want to	9.7%	14.1%	9.4%	11.7%
With mean names / comments about my race	14.0%	16.4%	20.4%	18.5%
With mean names / comments with a sexual meaning	11.7%	16.8%	13.9%	28.5%

All analyses regarding race differences in bullying experiences are calculated out of all students, not just those students who answered "yes" to the original bullying question. There were significant race differences in students reporting having money or things taken away from them or damaged among students in grades 9-12. $\chi^2(3, N = 1043) = 11.94, p < .05$. Significantly more "Other" students (22.5%) reported past month bullying compared to "White Non-Hispanic" students (11.8%).

There were significant race differences in students reporting being threatened or forced to do things they didn't want to among students in grades 9-12. $\chi^2(3, N = 1039) = 9.16, p < .05$. Significantly more "Other" students (17.9%) reported past month bullying compared to "White Non-Hispanic" students (9.2%).

There were also significant race differences in hearing mean names or comments about their race among students in grades 6-8, $\chi^2(3, N = 793) = 30.02, p < .05$. Hispanic students (21.5%), Black Non-Hispanic students (29.0%) and students in the "other" category (29.8%) were more likely to report being bullied about their race compared to White Non-Hispanic students (11.4%). This was similar among students in grades 9-12, $\chi^2(3, N = 1044) = 54.75, p < .05$, as Hispanic students (29.7%), Black Non-Hispanic students (34.8%) and students in the "other" category (35.0%) were also more likely to report being bullied about their race compared to White Non-Hispanic students (13.4%).

Places where Bullying Occurred

Students were asked to respond "yes" or "no" specifying *where* they were bullied before. Refer to Table 9.4 for percentages by school and refer to Table 12.9 for percentages by grade level (significant grade differences are noted in table).

Note that as done for "types of bullying", the following percentages for places where bullying occurred are out of all students, rather than only out of those students who reported being bullied at least once before. This is because the given definition of bullying was "a person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more persons, and he or she has difficulty defending himself or herself" and it is possible that some do not initially perceive the places where bullying occurred as listed below as actual bullying events, or perhaps they did not think of it initially when answering the first bullying question. However, in certain cases, it is interesting to see the percentages out of students who reported being bullied at least once before (with the given definition); thus, the percentages displayed within the parentheses are calculated out of *only* the students who reported being bullied at least once before in their lifetime. This is a smaller subset of the sample, making it more typical to result in higher percentages. It is worthwhile to note that 26.9% of all students in grades 9-12 reported being bullied online or through text messaging, but if you narrow the percentage to be only out of those who have been bullied at least once before, the percentage jumps to 49.1%.

Table 9.4 – I have been bullied in the following places (% yes):	Grades 6-12:	Grades 6-8:	Grades 9-12:
On the playground/athletic field	11.2% (20.5%)	11.4% (20.9%)	11.0% (20.2%)
In the hallways or stairwells	27.3% (50.6%)	27.1% (50.7%)	27.5% (50.5%)
In class (when a teacher was in the room)	20.7% (37.8%)	20.9% (37.7%)	20.5% (37.8%)
In class (when a teacher was not in the room)	21.1% (40.1%)	21.8% (40.5%)	20.5% (39.7%)
In the bathroom	7.1% (13.2%)	5.6% (9.9%)	8.3% (15.6%)
In gym class or locker rooms	11.4% (21.3%)	9.3% (17.4%)	12.9% (24.2%)

Table 9.4 Continued – I have been bullied in the following places (% yes):	Grades 6-12:	Grades 6-8:	Grades 9-12:
In the lunch room	20.9% (38.6%)	25.3% (46.7%)	17.6% (32.7%)
On the way to and from school	9.4% (16.8%)	11.9% (20.4%)	7.5% (14.1%)
At the school bus stop	5.6% (10.1%)	6.2% (10.2%)	5.1% (9.9%)
On the school bus	12.0% (21.6%)	15.5% (26.5%)	9.4% (18.0%)
Somewhere else at school	18.5% (34.6%)	18.1% (34.5%)	18.8% (34.7%)
Online or through text messaging	23.9% (43.1%)	19.8% (34.7%)	26.9% (49.1%)
After school hours in other programs, clubs or sports	10.1% (18.1%)	9.5% (16.1%)	10.6% (19.5%)

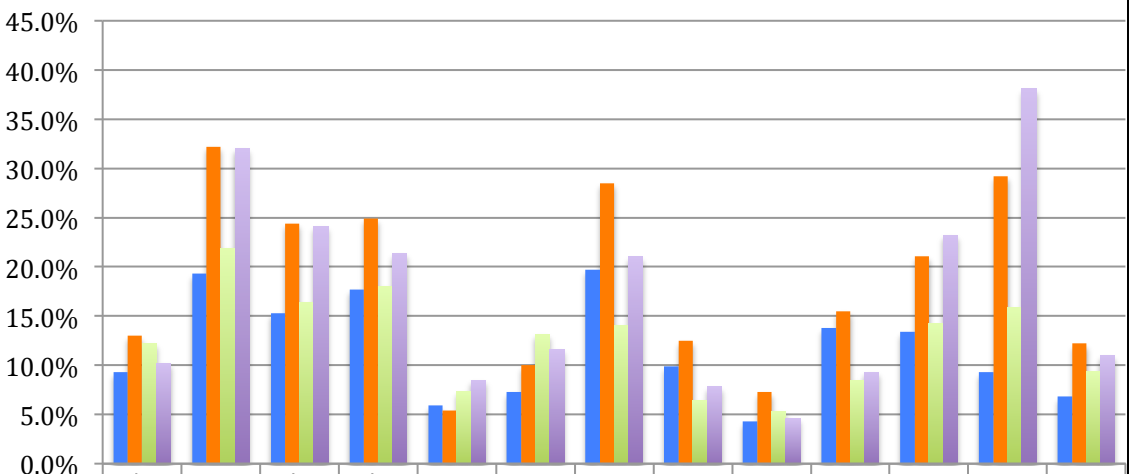
Table 9.5- Grade Differences in Place of Bullying (% yes out of all students)	6th	7th	8th	9th	10th	11th	12th
On the playground/athletic field Grades 6-8: $\chi^2(2, N = 794) = 6.28$, $p < .01$ (Post-hoc differences between grades 7 & 8) Grades 9-12, $p > .05$	12.5%	7.5%	14.3%	10.2%	15.4%	8.4%	9.9%
In the hallways or stairwells Grades 6-8: $\chi^2(2, N = 795) = 15.02$, $p < .01$ (Post-hoc differences between grades 6 & 8, and 7 & 8) Grades 9-12, $p > .05$	23.3%	22.8%	36.3%	30.3%	30.4%	24.0%	23.7%
In class (when a teacher was in room) Grades 6-8: $\chi^2(2, N = 794) = 27.05$, $p < .001$ (Post-hoc differences between grades 6 & 8 and 7 & 8) Grades 9-12: $\chi^2(3, N = 1054) = 17.03$, $p < .01$ (Post-hoc differences between grades 9 & 10, and 10 & 12.	13.3%	19.6%	31.4%	16.9%	28.7%	19.9%	15.6%
In class (when a teacher was not in the room) Grades 6-8: $\chi^2(2, N = 796) = 15.42$, $p < .05$ (Post-hoc differences between grades 6 & 8, and 7 & 8) Grades 9-12, $p > .05$	16.8%	19.3%	30.2%	20.0%	25.6%	18.4%	17.0%
In the bathroom Grades 6-8, $p > .05$ Grades 9-12: $\chi^2(3, N = 1050) = 9.93$, $p < .05$ (Post-hoc differences between grades 9 & 10)	5.1%	4.7%	7.3%	4.6%	11.3%	9.9%	7.1%

Table 9.5 Continued- Grade Differences in Place of Bullying (% yes out of all students)	6th	7th	8th	9th	10th	11th	12th
In gym class or locker rooms Grades 6-8: $\chi^2(2, N = 793) = 16.01$, $p < .05$ (Post-hoc differences between grades 6 & 8 and 7 & 8) Grades 9-12, $p > .05$	6.4%	6.7%	15.5%	13.0%	15.0%	12.0%	10.8%
In the lunch room Grades 6-8: $\chi^2(2, N = 796) = 19.19$, $p < .05$ (Post-hoc differences between grades 6 & 7 and 6 & 8) Grades 9-12, $p > .05$	16.9%	27.2%	32.9%	19.0%	19.9%	18.1%	12.3%
On the way to and from school, $p > .05$ for grades 6-8 and 9-12	14.2%	9.9%	11.4%	6.3%	9.9%	6.6%	7.1%
At the school bus stop $p > .05$ for grades 6-8 and 9-12	6.4%	4.8%	7.4%	3.5%	8.2%	4.0%	4.7%
On the school bus $p > .05$ for grades 6-8 and 9-12	16.3%	12.6%	17.5%	10.5%	11.0%	7.0%	9.0%
Somewhere else at school Grades 6-8: $\chi^2(2, N = 792) = 19.38$, $p < .05$ (Post-hoc differences between grades 6 & 8, and 7 & 8) Grades 9-12, $p > .05$	13.6%	14.6%	27.0%	18.6%	22.7%	18.1%	15.2%
Online or through text messaging Grades 6-8: $\chi^2(2, N = 793) = 33.75$, $p < .05$ (Post-hoc differences between grades 6 & 8, and 7 & 8) Grades 9-12: $\chi^2(3, N = 1055) = 12.59$, $p < .05$ (Post-hoc differences between grades 9 & 10, and 10 & 11)	14.6%	14.2%	32.2%	23.9%	34.6%	22.9%	25.0%
After school hours in other programs, clubs or sports $p > .05$ for grades 6-8 and 9-12	9.8%	7.8%	11.0%	7.7%	13.9%	11.3%	9.0%

Please see Table 9.6 for a summary of gender differences for being bullied in various locations. Statistics are only provided when differences are statistically significant, $p < .05$. Please refer to Figure 9.2 for a graph of percentages showing gender differences. Note that these statistical analyses and percentages presented are calculated out of all students, not out of only those who reported yes to the original lifetime bullying question.

Table 9.6- Gender Differences in Places where Bullying Occurred			
Question	Grade Levels	**Statistics**	**Significant (Y/N)**
On the playground/athletic field	6-8	$p > 0.05$	N
	9-12	$p > 0.05$	N
In the hallways or stairwells	6-8	$\chi^2(1, N = 722) = 15.85, p < 0.05$	Y
	9-12	$\chi^2(1, N = 928) = 12.10, p < 0.05$	Y
In class (when a teacher was in the room)	6-8	$\chi^2(1, N = 723) = 9.46, p < 0.05$	Y
	9-12	$\chi^2(1, N = 927) = 8.38, p < 0.05$	Y
In class (when a teacher was not in the room)	6-8	$\chi^2(1, N = 724) = 5.55, p < 0.05$	Y
	9-12	$p > 0.05$	N
On the way to and from school	6-8	$p > 0.05$	N
	9-12	$p > 0.05$	N
In the bathroom	6-8	$p > 0.05$	N
	9-12	$p > 0.05$	N
In gym class or locker rooms	6-8	$p > 0.05$	N
	9-12	$p > 0.05$	N
In the lunch room	6-8	$\chi^2(1, N = 724) = 7.54, p < 0.05$	Y
	9-12	$\chi^2(1, N = 926) = 7.83, p < 0.05$	Y
At the school bus stop	6-8	$p > 0.05$	N
	9-12	$p > 0.05$	N
On the school bus	6-8	$p > 0.05$	N
	9-12	$p > 0.05$	N
Somewhere else at school	6-8	$\chi^2(1, N = 721) = 7.62, p < 0.05$	Y
	9-12	$\chi^2(1, N = 925) = 12.08, p < 0.05$	Y
Online or through text messaging	6-8	$\chi^2(1, N = 720) = 45.07, p < 0.05$	Y
	9-12	$\chi^2(1, N = 927) = 57.40, p < 0.05$	Y
After school hours in other programs, clubs or sports	6-8	$\chi^2(1, N = 723) = 6.14, p < 0.05$	Y
	9-12	$p > 0.05$	N

Figure 9.3 - Places of Bullying by Gender, Grades 6-8 and 9-12



	play ground / athletic field	hall/ stairwell	In class (teacher in room)	In class (teacher not in room)	bath-room	gym class/ locker rooms	lunch room	to/ from school	school bus stop	school bus	Somewhere else at school	online/ text messaging	programs, clubs or sports
Grades 6-8 Male	9.3%	19.3%	15.3%	17.7%	5.9%	7.3%	19.7%	9.9%	4.3%	13.8%	13.4%	9.3%	6.8%
Grades 6-8 Female	13.0%	32.2%	24.4%	24.9%	5.4%	10.0%	28.5%	12.5%	7.3%	15.5%	21.1%	29.2%	12.2%
Grades 9-12 Male	12.2%	21.9%	16.4%	18.0%	7.3%	13.1%	14.0%	6.4%	5.3%	8.5%	14.2%	15.9%	9.4%
Grades 9-12 Female	10.2%	32.0%	24.1%	21.4%	8.5%	11.6%	21.0%	7.8%	4.6%	9.3%	23.2%	38.1%	11.0%

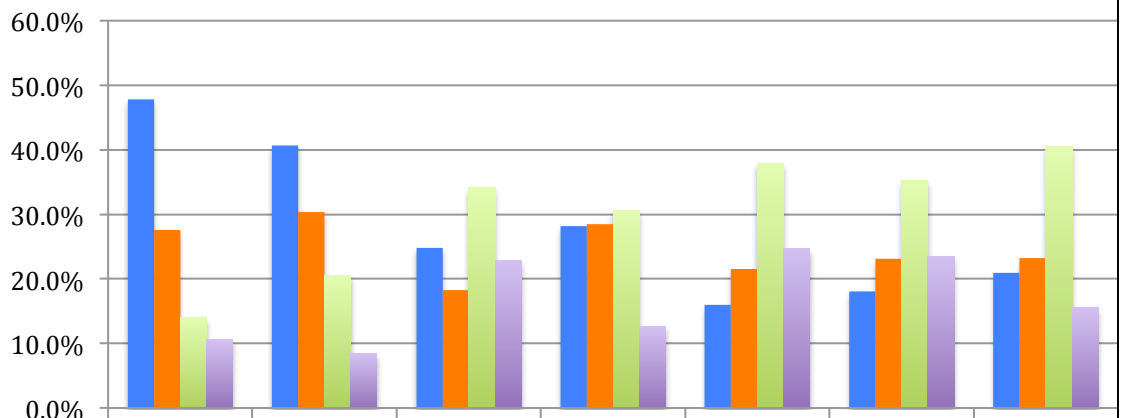
Frequency Teachers or Other Adults At School Intervene in Bullying Incidents at School

13.5% of students in grades 6-8 and 19.3% of students in grades 9-12 answered that teachers or other adults at school "almost never" tried to stop it when a student is being bullied at school. See Table 9.7.

Table 9.7– Frequency Teachers/Adults Intervene in Bullying Incidents at School	Grades 6-12	Grades 6-8	Grades 9-12
Almost Never	16.8%	13.5%	19.3%
Sometimes	30.0%	22.4%	35.8%
Often	24.8%	25.6%	24.2%
Almost Always	28.4%	38.6%	20.7%

There were significant differences between grades 6-8 for teachers/adults trying to stop student bullying, $\chi^2(6, N = 810) = 74.90, p < 0.001$; post-hoc analyses show differences between grades 6 and 8 and grades 7 and 8. There were also significant differences between grades 9-12 for teachers/adults trying to stop student bullying, $\chi^2(9, N = 1073) = 33.67, p < 0.001$; post-hoc analyses show differences between grades 9 and 10 and grades 9 and 11. Refer to Figure 9.4.

Figure 9.4 - Frequency Teachers/Adults Intervene Where Students are Bullied at School



	6	7	8	9	10	11	12
% almost always	47.8%	40.7%	24.8%	28.2%	16.0%	18.1%	20.9%
% often	27.6%	30.4%	18.3%	28.5%	21.5%	23.1%	23.2%
% sometimes	14.0%	20.5%	34.1%	30.6%	37.8%	35.2%	40.5%
% almost never	10.6%	8.4%	22.8%	12.7%	24.7%	23.5%	15.5%

There were no significant gender differences among students in grades 6-8 or 9-12 for this question, $p > 0.05$. There were also no race differences for this question, $p > .05$.

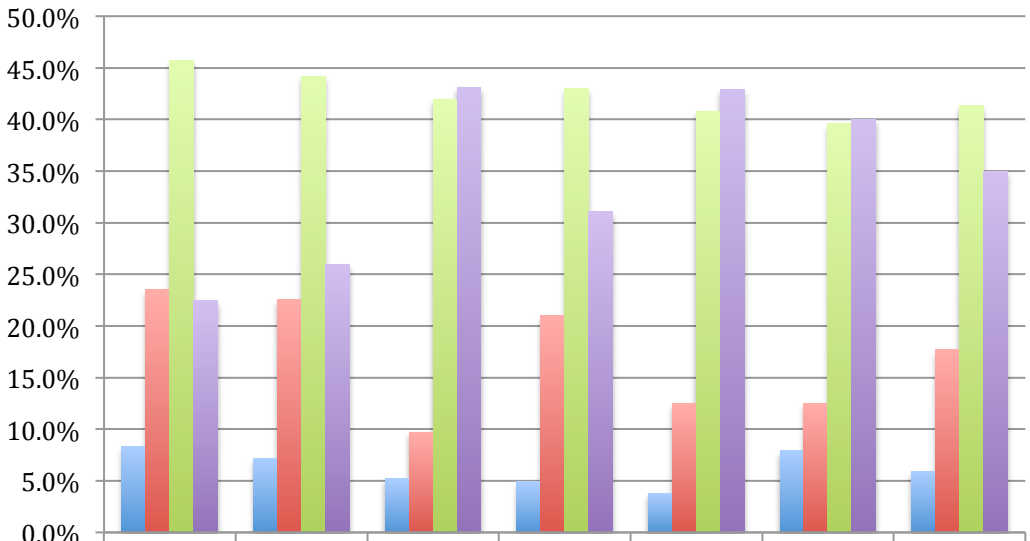
Frequency Other Students at School Intervene in Bullying Incidents at School

29.9% of students in grades 6-8 and 37.3% of students in grades 9-12 answered that other students "almost never" or "sometimes" tried to stop it when a student is being bullied at school. Refer to Table 9.8.

Table 9.8 – Frequency Students Intervene in Bullying Incidents at School	Grades 6-12	Grades 6-8	Grades 9-12
Almost Never	34.1%	29.9%	37.3%
Sometimes	42.4%	44.1%	41.2%
Often	17.2%	18.9%	15.9%
Almost Always	6.2%	7.1%	5.6%

There were significant differences between grades 6-8 for students trying to stop student bullying, $\chi^2(6, N = 815) = 40.01, p < 0.001$; post-hoc analyses show differences between grades 6 and 8 and grades 7 and 8. There were also significant differences between grades 9-12 for students trying to stop student bullying, $\chi^2(9, N = 1073) = 20.21, p < 0.001$; post-hoc analyses show differences between grades 9 and 10. Refer to Figure 9.5.

Figure 9.5 - Frequency Other Students Intervene When Students are Bullied at School



	6	7	8	9	10	11	12
% almost always	8.3%	7.2%	5.2%	4.9%	3.8%	7.9%	5.9%
% often	23.5%	22.6%	9.7%	21.0%	12.5%	12.5%	17.7%
% sometimes	45.7%	44.2%	41.9%	43.0%	40.8%	39.6%	41.4%
% almost never	22.5%	26.0%	43.1%	31.1%	42.9%	40.0%	35.0%

There were no significant gender or race differences among students in grades 6-8 for 9-12 for this question, $p > 0.05$.

Section X: Academic Performance and Difficult Experiences or Thoughts

Part 1: Academic Performance

Students were asked to describe what type of grades they mostly received in school. Overall, 81.6% of students in grades 6-8 and 76.3% of students in grades 9-12 reported receiving mostly A's or mostly A's and B's in school. Refer to Table 10.0 for percentages by grade and by school.

Table 10.0	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grades 6-8	Grades 9-12
A's	26.8%	28.0%	26.0%	31.3%	24.6%	21.7%	32.1%	27.0%	27.1%
A's & B's	60.1%	51.8%	50.7%	44.5%	50.0%	54.0%	47.6%	54.6%	49.2%
A's, B's and C's and lower	13.1%	20.2%	23.3%	24.2%	25.4%	24.3%	20.3%	18.5%	23.7%

Table 13.1 shows the percentage of past month use by substance for each of the three grade groups within grades 6-8 and 9-12. For instance, 24.3% of students in grades 9-12 reporting past month alcohol use reported of getting mostly A's for their school grades. Note that sample sizes were quite small in some cases (shown in bottom two rows of Table 13.1), thus easily inflating the percentages.

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Table 13.1	% Past Month Cigarette Use	% Past Month E-Cigarette Use	% Past Month Alcohol Use	% Past Month Binge Drinking	% Past Month Marijuana Use	% Past Month Rx Use	% Past Month Heroin Use
Grades 6-8							
Mostly A's (n= 203)	0.0%	20.0%	8.7%	40.0%	25.0%	36.4%	33.3%
Mostly A's & B's (n=422)	50.0%	60.0%	39.1%	0.0%	43.8%	45.5%	33.3%
Mostly A's, B's, & C's and lower (n=143)	50.0%	20.0%	52.2%	60.0%	31.3%	18.2%	33.3%
Grades 9-12							
Mostly A's (n= 226)	20.0%	14.9%	24.3%	23.2%	20.4%	25.0%	50.0%
Mostly A's & B's (n=487)	35.6%	38.6%	43.2%	39.0%	42.8%	42.5%	27.8%
Mostly A's, B's, & C's and lower (n=235)	44.4%	46.5%	32.4%	37.8%	36.8%	32.5%	22.2%
Count of Students reporting past month use by substance (percentages calculated out of these totals)							
Grades 6-8	n = 4	n = 15	n = 23	n = 5	n = 16	n = 11	n = 3
Grades 9-12	n = 45	n = 114	n = 185	n = 82	n = 201	n = 40	n = 18

Students were asked to rate their agreement with the statement "I try hard to do good work at school" from "definitely not true" to definitely true". Refer to Table 10.2 for percentages.

Table 10.2 – "I try hard to do good work at school"	Grades 6-12	Grades 6-8	Grades 9-12
Definitely or Mostly Not True	7.2%	3.9%	9.7%
Mostly True	40.3%	35.4%	44.2%
Definitely True	52.5%	60.7%	46.1%

There were significant differences between grades 6-8 for responses to the statement "I try hard to do good work at school", $c^2(6, N = 807) = 38.54, p < 0.001$; post-hoc analyses show that 6th grade stduents (70.2% definitely true) and 7th grade students (62.8% definitely true) responded more positively to this statement compared to 8th graders (46.3% definitely true). There were no significant differences between grades 9-12 for this question, $p > .05$.

Among students in grades 6-8, females (68.5%) were significantly more likely than males (52.9%) to answer "definitely true" to the statement "I try hard to do good work at school", $c^2(3, N = 731) = 19.01, p < 0.001$. Similarly, among students in grades 9-12, females (58.1%) were significantly more likely than males (36.5%) to answer "definitely true" to the statement "I try hard to do good work at school", $c^2(3, N = 900) = 50.13, p < 0.001$.

There were no significant race differences for this question, $p > .05$

Part 2: Difficult Experiences or Thoughts

Below in bolded italics are a series of questions students were asked. Students selected "never or almost never", "sometimes", "often", or "always or almost always" to each of these questions.

Refer to Tables 10.3 – 10.7 for percentages by question, and significant gender, grade and race differences.

Table 10.3 – "I have had thoughts about hurting myself."				
	Never or Almost Never	Sometimes	Often	Always or Almost Always
Grades 6-12	74.4%	17.4%	4.8%	3.4%
Grades 6-8	78.7%	15.8%	3.2%	2.3%
Grades 9-12	71.0%	18.6%	6.1%	4.3%

There were significant differences between grades 6-8 for this question, $\chi^2(6, N = 808) = 21.63, p < 0.05$; post-hoc analyses show significantly more 6th (83.1%) and 7th (82.6%) grade students "never or almost never" having thoughts about hurting their self compared to students in 8th grade (68.6%). There were no significant differences between grades 9-12 for this question, $p > .05$.

There were no significant gender differences among students in grades 6-8 for this question. Among students in grades 9-12, more males (79.0%) than females (64.2%) answered never or almost never to the question "I have had thoughts about hurting myself", $\chi^2(3, N = 893) = 25.98, p < 0.001$.

There were no significant race differences among students in grades 6-8 or 9-12 for this question.

Table 10.4 – "I have hurt myself on purpose."				
	Never or Almost Never	Sometimes	Often	Always or Almost Always
Grades 6-12	84.3%	10.6%	2.5%	2.5%
Grades 6-8	87.4%	9.7%	1.6%	1.2%
Grades 9-12	81.9%	11.4%	3.2%	3.5%

There were significant differences between grades 6-8 for this question, $\chi^2(6, N = 807) = 16.5, p < 0.05$; post-hoc analyses show significantly more 6th (90.0%) and 7th (90.2%) grade students "never or almost never" hurt their self on purpose compared to students in 8th grade (81.0%). There were no significant differences between grades 9-12 for this question, $p > .05$.

There were no significant gender differences among students in grades 6-8 for this question. Among students in grades 9-12, more males (87.8%) than females (76.5%) answered never or almost never to the question "I have hurt myself on purpose", $\chi^2(3, N = 731) = 22.19, p < 0.001$.

There were significant race differences for this question among students in grades 9-12, $\chi^2(9, N = 1016) = 34.14, p < 0.05$. Post-hoc analyses showed that significantly more "White Non-Hispanic" (72.7%) students compared to "Hispanic" (68.5%) and "other" (66.7%) students never or almost never had thoughts about hurting their self on purpose. There were no race differences among students in grades 6-8 for this question.

Table 10.5 – "I have had a boyfriend or girlfriend hit, slap, or physically hurt me on purpose."				
	Never or Almost Never	Sometimes	Often	Always or Almost Always
Grades 6-12	92.8%	4.3%	1.4%	1.5%
Grades 6-8	95.3%	2.7%	1.1%	0.9%
Grades 9-12	90.8%	5.6%	1.7%	2.0%

There were no significant differences between grades 6-8 or 9-12 for this question, $p > .05$.

There were no gender differences among students in grades 6-8 or 9-12 for this question, $p > .05$.

There were significant race differences for this question among students in grades 6-8, $\chi^2(9, N = 802) = 17.66$, $p < 0.05$. Post-hoc analyses showed that significantly more "White Non-Hispanic" (96.7%) compared to "Other" (90.3%) students never or almost never had a boyfriend or girlfriend hit, slap, or physically hurt them on purpose. There were significant race differences for this question among students in grades 9-12, $\chi^2(9, N = 1015) = 31.26$, $p < 0.05$. Post-hoc analyses showed that significantly more "Black Non-Hispanic" (100%) and "White Non-Hispanic" (92.4%) compared to "Other" (84.8%) and "Hispanic" (86.8%) students never or almost never had a boyfriend or girlfriend hit, slap, or physically hurt them on purpose.

Table 10.6 – "I have felt sad or hopeless so much that it stopped me from doing my usual activities."				
	Never or Almost Never	Sometimes	Often	Always or Almost Always
Grades 6-12	68.9%	19.2%	6.8%	5.2%
Grades 6-8	74.5%	17.0%	4.7%	3.8%
Grades 9-12	64.4%	20.9%	8.4%	6.3%

There were no significant differences between grades 6-8 or 9-12 for the question "I have felt sad or hopeless so much that it stopped me from doing my usual activities**"**, $p > .05$.

Among students in grades 6-8, more males (80.4%) than females (70.0%) answered never or almost never to the question "I have felt sad or hopeless so much that it stopped me from doing my usual activities", $\chi^2(2, N = 732) = 11.08$, $p < 0.05$. Among students in grades 9-12, more males (74.9%) than females (55.3%) answered never or almost never to the question "I have felt sad or hopeless so much that it stopped me from doing my usual activities", $\chi^2(3, N = 895) = 40.99$, $p < 0.001$.

There were no significant race differences among students in grades 6-8 or 9-12 for this question, $p > .05$.

Table 10.7 – "I seriously considered attempting suicide within the past year."				
	Never or Almost Never	Sometimes	Often	Always or Almost Always
Grades 6-12	86.2%	7.3%	3.1%	3.5%
Grades 6-8	90.6%	4.9%	2.2%	2.2%
Grades 9-12	82.6%	9.1%	3.7%	4.5%

There were significant differences between grades 6-8 for this question, $\chi^2(6, N = 807) = 22.24, p < 0.01$; post-hoc analyses show significantly fewer students in 6th grade (94.0%) and 7th grade (94.0%) feeling that they "never or almost never" seriously considered attempting suicide within the past year compared to 8th grade (83.5%). There were no significant differences between grades 9-12 for this question, $p > .05$.

There were no significant gender differences among students in grades 6-8 for this question. Among students in grades 9-12, more males (87.3%) than females (78.8%) answered never or almost never to the question "I seriously considered attempting suicide within the past year", $\chi^2(3, N = 893) = 12.65, p < 0.05$.

There were no significant race differences among students in grades 6-8 for this question, $p > .05$. There were significant race differences for this question among students in grades 9-12, $\chi^2(9, N = 1013) = 24.01, p < 0.05$. Post-hoc analyses showed that significantly less "White Non-Hispanic" (3.0%) compared to "Other" (8.8%) and "Hispanic" (7.7%) students always or almost always considered attempting suicide in the past year.

Section XI: Self Perceptions

Students were asked whether they strongly disagreed, disagreed, agreed, or strongly agreed with statements regarding their own personal qualities. Refer to Tables 11.0-11.8 for percentages.

Table 11.0 – "I feel lonely."

	Strongly Disagree	Disagree	Agree	Strongly Agree
Grades 6-12	42.7%	31.8%	16.7%	8.8%
Grades 6-8	48.3%	31.1%	15.5%	5.2%
Grades 9-12	38.3%	32.4%	17.6%	11.7%

There were significant differences between grades 6-8 for this question, $\chi^2(1, N = 734) = 19.49, p < 0.05$. Post-hoc analyses show significantly more students in 8th grade to feel lonely (30.7% agree or strongly agree) compared to students in 6th grade (17.3% strongly agree or agree) and 7th grade (15.5% strongly agree or agree). There were no significant differences between grades 9-12 for this question, $p > .05$.

Among students in grades 6-8, significantly more females (26.6%) than males (13.5%) "agreed" or "strongly agreed" that they felt lonely, $\chi^2(1, N = 880) = 20.29, p < 0.001$. Among students in grades 9-12, significantly more females (37.6%) than males (21.0%) "agreed" or "strongly agreed" that they felt lonely, , $\chi^2(1, N = 894) = 29.55, p < 0.001$.

There were no significant race differences for this question for students in grades 6-8 or 9-12, $p > .05$

Table 11.1 – "I am good at making decisions."

	Strongly Disagree	Disagree	Agree	Strongly Agree
Grades 6-12	7.1%	13.0%	53.8%	26.0%
Grades 6-8	5.8%	12.8%	54.2%	27.2%
Grades 9-12	8.1%	13.2%	53.6%	25.1%

There were significant differences between grades 6-8 for this question, $\chi^2(1, N = 801) = 13.94, p < 0.05$. Post-hoc analyses show significantly fewer students in 8th grade felt good about making decisions (73.8% agree or strongly agree) compared to students in 6th grade (83.4% strongly agree or agree) and 7th grade

(86.2% strongly agree or agree). There were no significant differences between grades 9-12 for this question, $p > .05$.

There were no significant gender differences among students in grades 6-8 or 9-12 for this question, $p > .05$.

There were no significant race differences for this question for students in grades 6-8 or 9-12, $p > .05$

Table 11.2 – "I feel sad most of the time."				
	Strongly Disagree	**Disagree**	**Agree**	**Strongly Agree**
Grades 6-12	42.6%	33.8%	15.4%	8.3%
Grades 6-8	47.9%	32.5%	13.1%	6.5%
Grades 9-12	38.3%	34.8%	17.2%	9.6%

There were significant differences between grades 6-8 for this question, $\chi^2(2, N = 790) = 12.27, p < 0.05$. Post-hoc analyses show significant differences between grades 7 (14.6% agree or strongly agree) and 8 (26.9% agree or strongly agree), $p < .05$. There were no significant differences between grades 9-12 for this question, $p > .05$.

There were no significant gender differences among students in grades 6-8 for this question, $p > .05$. Among students in grades 9-12, significantly more females (32.9%) than males (20.2%) "agreed" or "strongly agreed" that they felt sad most of the time, $\chi^2(1, N = 876) = 17.95, p < 0.001$.

There were no significant race differences for this question for students in grades 6-8 or 9-12, $p > .05$

Table 11.3 – "I have so much energy I don't know what to do with it."				
	Strongly Disagree	**Disagree**	**Agree**	**Strongly Agree**
Grades 6-12	25.0%	37.8%	23.5%	13.7%
Grades 6-8	20.6%	34.6%	27.6%	17.2%
Grades 9-12	28.5%	40.4%	20.2%	10.9%

There were no significant differences between grades 6-8 or 9-12 for this question, $p < .05$.

Among students in grades 6-8, significantly more males (48.9%) than females (40.4%) "agreed" or "strongly agreed" that they had so much energy they don't know what to do with it, $\chi^2(1, N = 733) = 5.31, p < 0.05$. There were no significant gender differences among students in grades 9-12 for this question, $p > .05$.

There were significant race differences for this question, but only among students in grades 9-12, $\chi^2(3, N = 1015) = 8.51, p < 0.05$. Post-hoc analyses indicate that 29.4% of White Non-Hispanic students responded agree or strongly disagree to the statement "I have so much energy I don't know what to do with it" compared to 41.6% for students in the "other" category.

Table 11.4 – "I have a number of good qualities."				
	Strongly Disagree	**Disagree**	**Agree**	**Strongly Agree**
Grades 6-12	6.5%	10.2%	50.0%	33.2%
Grades 6-8	4.9%	9.8%	47.9%	37.4%
Grades 9-12	7.9%	10.6%	51.7%	29.9%19

There were significant differences between grades 6-8 for this question, $\chi^2(2, N = 800) = 7.78, p < 0.05$. Post-hoc analyses show significant differences between grades 7 (88.9% agree or strongly agree) and 8 (80.2% agree or strongly agree), $p < .05$. There were no significant differences between grades 9-12 for this question, $p > .05$.

Among students in grades 6-8, significantly more males (89.9%) than males (82.6%) "agreed" or "strongly agreed" that they had a number of good qualities, $\chi^2(1, N = 725) = 8.14, p < 0.01$. There were no significant gender differences among students in grades 9-12 for this question, $p > .05$.

There were no significant race differences for this question for students in grades 6-8 or 9-12, $p > .05$

Table 11.5 – "I have trouble concentrating."				
	Strongly Disagree	**Disagree**	**Agree**	**Strongly Agree**
Grades 6-12	17.4%	34.2%	32.0%	16.4%
Grades 6-8	19.3%	33.8%	33.0%	14.0%
Grades 9-12	15.9%	34.5%	31.3%	18.3%

There were no significant differences between grades 6-8 for this question, $p > .05$. There were significant differences between grades 9-12 for this question, $\chi^2(9, N = 1015) = 24.33, p < 0.01$. Post-hoc analyses show significant differences between grades 10 (50.2% agree or strongly agree) and 11 (45.0% agree or strongly agree), $p < .05$.

There were no significant gender differences among students in grades 6-8 or grades 9-12 for this question, $p > .05$.

There were no significant race differences for this question for students in grades 6-8 or 9-12, $p > .05$

Table 11.6 – "I stand up for what I believe in."				
	Strongly Disagree	**Disagree**	**Agree**	**Strongly Agree**
Grades 6-12	5.4%	9.5%	45.2%	39.9%
Grades 6-8	4.2%	9.2%	44.0%	42.6%
Grades 9-12	6.4%	9.7%	46.3%	37.7%

There were significant differences between grades 6-8 for this question, $\chi^2(2, N = 801) = 6.16, p < 0.05$. Post-hoc analyses show significant differences between grades 6 (83.9% agree or strongly agree) and 7

(90.8% agree or strongly agree), $p < .05$. There were no significant differences between grades 9-12 for this question, $p > .05$.

There were no significant gender differences among students in grades 6-8 for this question, $p > .05$. Among students in grades 9-12, significantly more females (86.0%) than males (81.1%) "agreed" or "strongly agreed" that they stand up for what they believe in, $\chi^2(1, N = 889) = 4.02, p < 0.05$.

There were no significant race differences for this question for students in grades 6-8 or 9-12, $p > .05$

Table 11.7 – "I believe that my life is going in a positive direction."				
	Strongly Disagree	**Disagree**	**Agree**	**Strongly Agree**
Grades 6-12	6.6%	9.3%	44.3%	39.8%
Grades 6-8	4.1%	8.0%	41.3%	46.6%
Grades 9-12	8.7%	10.2%	46.8%	34.4%

There were no significant differences between grades 6-8 or 9-12 for this question, $p < .05$.

There were no significant gender differences among students in grades 6-8 or grades 9-12 for this question, $p > .05$.

There were no significant race differences for this question for students in grades 6-8 or 9-12, $p > .05$

Table 11.8 – "I treat people with respect."				
	Strongly Disagree	**Disagree**	**Agree**	**Strongly Agree**
Grades 6-12	3.9%	3.0%	44.4%	48.7%
Grades 6-8	2.5%	2.8%	47.6%	47.1%
Grades 9-12	5.0%	3.1%	41.8%	50.0%

There were no significant differences between grades 6-8 for this question, $p < .05$. There were significant differences between grades 9-12 for this question, $\chi^2(3, N = 1016) = 8.54, p < 0.05$. Post-hoc analyses show significant differences between grades 9 (95.1% agree or strongly agree) and 10 (88.7% agree or strongly agree), $p < .05$.

There were no significant gender differences among students in grades 6-8 for this question, $p > .05$. Among students in grades 9-12, significantly more females (95.4%) than males (88.4%) "agreed" or "strongly agreed" that they treat people with respect, $\chi^2(1, N = 892) = 14.49, p < 0.05$.

There were no significant race differences for this question for students in grades 6-8 or 9-12, $p > .05$

Appendix A:

Enfield 2017
Alcohol and Drug Use Student Survey, Grades 6-12

Enfield 2017 Youth Services Student Survey

This survey is sponsored by Enfield Youth Services. The survey is open to youth in grades 6 through 12 attending school in Enfield, CT. We are conducting the survey to learn about your experiences and feelings regarding tobacco, alcohol, marijuana, and prescription drug abuse, as well as your general experiences in the school. This is NOT a test. There are no right or wrong answers.

We encourage you to answer truthfully. Your answers cannot be traced back to you, so you can be completely honest. This is your chance to be heard.

If you are taking this survey later in the cycle, you may have heard classmates talking about the questions or answers they gave. We are relying on your independent spirit and integrity to give answers based on your OWN opinions and experiences, regardless of what you may have heard.

Please work as quickly as you can. If you don't find an answer that fits exactly, choose the one that comes closest. You should not compare or discuss your answers with other students while you are taking the survey, but you may ask your teacher or survey administrator if you do not understand a question.

1. How old are you?

◯ 10 or younger ◯ 11 ◯ 12 ◯ 13 ◯ 14 ◯ 15 ◯ 16 ◯ 17 ◯ 18 or older

2. What grade are you in now?

◯ 6th ◯ 7th ◯ 8th ◯ 9th ◯ 10th ◯ 11th ◯ 12th

Other (please specify)

3. What is your sex?

◯ Male ◯ Female

4. How do you describe yourself? (select all that apply)

- [ ] White Non-Hispanic
- [ ] White Hispanic
- [ ] Black Non-Hispanic
- [ ] Black Hispanic
- [ ] Asian or Pacific Islander Non-Hispanic
- [ ] Asian or Pacific Islander Hispanic
- [ ] Native American Non-Hispanic
- [ ] Native American Hispanic
- [ ] Other (please specify)

5. What school do you attend?

- [ ] JFK Middle School
- [ ] Enfield High School

Other (please specify)

6. Please answer the following questions regarding your school.

	Never	Sometimes	Most of the time	Always
My school is a safe place:	○	○	○	○
My school has a vision of what a safe school looks, feels, and sounds like:	○	○	○	○
Staff members support the values of a safe school climate:	○	○	○	○
I feel accepted by students at my school:	○	○	○	○
I feel accepted by adults at my school:	○	○	○	○
My school is setting goals to improve the school climate:	○	○	○	○
School rules are applied to me in a fair way:	○	○	○	○

7. If school rules are not applied to me fairly, it is most often because of: (check one)

- ◯ School rules are applied to me fairly
- ◯ My race/ethnicity
- ◯ My grades
- ◯ My appearance
- ◯ Other (please specify)
- ◯ My religion or faith
- ◯ The neighborhood in which I live
- ◯ The amount of money my parents make
- ◯ A disability that I have

8. My school has rules/policies that help me improve as a student?

◯ Yes ◯ No ◯ Unsure

9. Please answer the following questions regarding your school.

	Never	Sometimes	Most of the time	Always
My school has policies that help students who are struggling with their grades (academically):	◯	◯	◯	◯
My school's rules and policies are firmly supported and followed to help all students succeed:	◯	◯	◯	◯
Rules and policies in my school help me to learn in my classes:	◯	◯	◯	◯
My school helps students who are struggling emotionally:	◯	◯	◯	◯
The school leaders support an environment that helps students learn:	◯	◯	◯	◯
In my school, I feel welcome:	◯	◯	◯	◯
My school encourages me to treat people fairly:	◯	◯	◯	◯
My parents/guardians think of my school as a positive place:	◯	◯	◯	◯
I believe that everyone (students, teachers, administration, parents, etc.) are working together to improve the school environment:	◯	◯	◯	◯

The following section concerns bullying:

Bullying definition: *A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more persons, and he or she has difficulty defending himself or herself.*

10. How often have you been bullied at school in the*past 30 days*?

- ◯ I have NEVER been bullied at school before.
- ◯ Not in the past 30 days.
- ◯ Occasionally (1-5 days)
- ◯ Frequently (6-20 days)
- ◯ Almost every day (21 days or more)

Other (please specify)

11. *I have been bullied in the following ways:*

	Yes	No
Being left out, excluded, or ignored by other students	◯	◯
Hit, kicked, pushed, shoved, or locked indoors	◯	◯
Other students spread lies or rumors about me	◯	◯
Had money or things taken away from me or damaged	◯	◯
Threatened or forced to do things I didn't want to	◯	◯
With mean names or comments about my race	◯	◯
With mean names or comments with a sexual meaning	◯	◯

12. *I have been bullied in the following places:*

	Yes	No
On the playground/athletic field	○	○
In the hallways or stairwells	○	○
In class (when a teacher was IN the room)	○	○
In class (when a teacher was NOT in the room)	○	○
In the bathroom	○	○
In gym class or locker rooms	○	○
In the lunch room	○	○
On the way to and from school	○	○
At the school bus stop	○	○
On the school bus	○	○
Somewhere else at school	○	○
Online or through text messaging	○	○
After school hours in other programs, clubs, or sports	○	○

13. How often do the *teachers or other adults* at school try to stop it when a student is being bullied at school?

- ○ Almost Never
- ○ Sometimes
- ○ Often
- ○ Almost Always

14. How often do *other students* at school try to stop it when a student is being bullied at school?

- ○ Almost Never
- ○ Sometimes
- ○ Often
- ○ Almost Always

15. In the PAST 30 DAYS, on how many occasions (if any) have you had alcohol beverages (beer, wine, or hard liquor) to drink-- More than just a few sips?

- ◯ 0 days
- ◯ 1 day
- ◯ 2 days
- ◯ 3-5 days
- ◯ 6-9 days
- ◯ 10-19 days
- ◯ 20-30 days
- ◯ About everyday
- ◯ Other (please specify)

16. In the PAST 30 DAYS, on the days that you drank, how many drinks did you usually have?

- ◯ Not applicable (N/A)
- ◯ 0
- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◯ 5 or more

Other (please specify)

17. Think over the last 30 days. How many times have you had five or more alcoholic drinks in a row?

- ◯ Not Applicable (N/A)
- ◯ None
- ◯ Once
- ◯ Twice
- ◯ 3 to 5 times
- ◯ 6 to 9 times
- ◯ 10 or more times

18. When you get alcohol, where do you most often get it from?

- ◯ I do not drink alcohol.
- ◯ Home WITH parent's permission
- ◯ Home WITHOUT parent's permission
- ◯ Friends
- ◯ Other (please specify)
- ◯ Brother(s) or Sister(s)
- ◯ Other people who buy it for you
- ◯ Store
- ◯ Restaurant/Bar

19. Have you ever driven a vehicle while under the influence of alcohol?

- ◯ Yes
- ◯ No
- ◯ I do not drive

20. If you wanted to, how easy would it be for YOU to get alcohol such as beer, wine, or hard liquor?

- ◯ Very Easy
- ◯ Sort of Easy
- ◯ Sort of Hard
- ◯ Very Hard

21. Have your parents ever hosted an underage drinking party?

- ◯ Yes ◯ No
- ◯ Other (please specify)

22. Have you ever ridden in a vehicle with someone under 21, who recently had been drinking alcohol?

- ◯ Yes ◯ No

23. In the PAST 30 DAYS, how many cigarettes (if any) did you smoke?

- ◯ None
- ◯ Less than 1 cigarette a day
- ◯ 1 to 5 cigarettes a day
- ◯ Other (please specify)
- ◯ About one-half pack a day
- ◯ About one pack a day
- ◯ About one and one-half packs a day

24. In the PAST 30 DAYS, on how many occasions (if any) have you...

	0	1-2	3-5	6-9	10-19	20-30	More than 30 occasions
...used an e-cigarette (electronic cigarette)?	◯	◯	◯	◯	◯	◯	◯
...used marijuana?	◯	◯	◯	◯	◯	◯	◯
...used heroin?	◯	◯	◯	◯	◯	◯	◯
...used prescription drugs not prescribed to you?	◯	◯	◯	◯	◯	◯	◯
...gamble for money or possessions (e.g. poker lottery, scratch-off tickets, sports betting, online bets) Gambling is defined as risking money or something of value on an activity that has an uncertain outcome.	◯	◯	◯	◯	◯	◯	◯

25. If ever, how old were you... (select N/A for not applicable if you have never tried the drug before)

	N/A	10 or younger	11	12	13	14	15	16	17	18 or older
...the first time you used marijuana?	○	○	○	○	○	○	○	○	○	○
...the first time you used heroin?	○	○	○	○	○	○	○	○	○	○
...the first time you used prescription drugs not prescribed to you?	○	○	○	○	○	○	○	○	○	○
...the first time you used an e-cigarette (electronic cigarette)?	○	○	○	○	○	○	○	○	○	○
...the first time you had a drink of an alcoholic beverage such as beer, wine, or hard liquor (vodka, whiskey, or gin)? - *More than one sip or two*	○	○	○	○	○	○	○	○	○	○
...the first time you smoked a cigarette? -*Even just a puff*	○	○	○	○	○	○	○	○	○	○
...the first time you gambles for money or possessions (e.g. poker, lottery, scratch-off tickets, sports betting, online bets) Gambling is defined as risking money or something of value on an activity that has an uncertain outcome.	○	○	○	○	○	○	○	○	○	○

26. If you have used an E-Cigarette in the past 30 days, please select which products you used at the same time (including liquids and oils). Select all that apply.

- ☐ Tobacco/Nicotine Products
- ☐ Marijuana/Cannabis Products
- ☐ Alcohol (in order to get drunk or high)
- ☐ E-Flavor Liquids
- ☐ Other (please specify)

Please answer the following questions regarding your perceptions of drug and alcohol use.

27. How much do you think people risk harming themselves physically or in other ways when they do the following:

	No Risk	Slight Risk	Moderate Risk	Great Risk
Have 5 or more drinks of an alcoholic beverage once or twice a week?	○	○	○	○
Smoke one or more packs of cigarettes per day?	○	○	○	○
Use marijuana, once or twice a week?	○	○	○	○
Use heroin once or twice a week?	○	○	○	○
Use prescription drugs that are not prescribed to them?	○	○	○	○
Gamble something of value (money or possessions) on an uncertain outcome once a week or more?	○	○	○	○

28. How wrong do your <u>parents/guardians</u> feel it would be for you to do the following:

	Not at all wrong	A little bit wrong	Wrong	Very wrong
Have 1 or 2 drinks of an alcoholic beverage nearly every day?	○	○	○	○
Smoke tobacco?	○	○	○	○
Smoke marijuana?	○	○	○	○
Use heroin?	○	○	○	○
Use prescription drugs that are not prescribed to you?	○	○	○	○
Gamble something of value (money or possessions) on an uncertain outcome?	○	○	○	○

29. How wrong do your <u>friends</u> feel it would be for you to do the following:

	Not at all wrong	A little bit wrong	Wrong	Very wrong
Have 1 or 2 drinks of an alcoholic beverage nearly every day?	○	○	○	○
Smoke tobacco?	○	○	○	○
Smoke marijuana?	○	○	○	○
Use heroin?	○	○	○	○
Use prescription drugs that are not prescribed to you?	○	○	○	○
Gamble something of value (money or possessions) on an uncertain outcome?	○	○	○	○

30. How do you feel about someone your age having 1 or 2 drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?

- ○ Strongly Approve
- ○ Somewhat Approve
- ○ Neither Approve or Disapprove
- ○ Somewhat Disapprove
- ○ Strongly Disapprove

31. In the past month (30-days), about how many students in your grade do you think used the following substances or drugs at least once?

	Hardly any students (less than 10%)	A few students (around 25%)	Half of students (around 50%)	Most students (around 75%)	Almost all students (more than 90%)
Electronic cigarettes (E-cigarettes)	○	○	○	○	○
Tobacco Products other than E-cigarettes (cigarettes, chewing tobacco, pipe tobacco, snuff, snus etc)	○	○	○	○	○
Marijuana or Hashish	○	○	○	○	○
Prescription drugs for the purpose of "getting high"	○	○	○	○	○
Heroin	○	○	○	○	○

32. What kind of grades do you mostly get? (Please select ONLY one or two answer options)

- ☐ A's
- ☐ B's
- ☐ C's
- ☐ D's
- ☐ F's
- ☐ Other (please specify)

33. I try hard to do good work at school.

- ◯ Definitely NOT true
- ◯ Mostly NOT true
- ◯ Mostly true
- ◯ Definitely true

34. How much do you disagree or agree with the following?

	Strongly Disagree	Disagree	Agree	Strongly Agree
I feel lonely.	◯	◯	◯	◯
I am good at making decisions.	◯	◯	◯	◯
I feel sad most of the time.	◯	◯	◯	◯
I have so much energy I don't know what to do with it.	◯	◯	◯	◯
I have a number of good qualities.	◯	◯	◯	◯
I have trouble concentrating.	◯	◯	◯	◯
I stand up for what I believe in.	◯	◯	◯	◯
I believe that my life is going in a positive direction.	◯	◯	◯	◯
I treat people with respect.	◯	◯	◯	◯

35. Have you ever experienced any of the following?:

	Never/Almost Never	Sometimes	Often	Always/Almost Always
I have had thoughts about hurting myself.	◯	◯	◯	◯
I have hurt myself on purpose.	◯	◯	◯	◯
I have had a boyfriend/girlfriend hit, slap, or physically hurt me on purpose.	◯	◯	◯	◯
I have felt sad or hopeless so much that it stopped me from doing my usual activities.	◯	◯	◯	◯
I have seriously considered attempting suicide within the past year.	◯	◯	◯	◯

THANK YOU FOR COMPLETING THIS SURVEY!

If anything in this survey made you upset or brought up feelings of confusion, please talk to your school psychologist, school counselor, or teacher.